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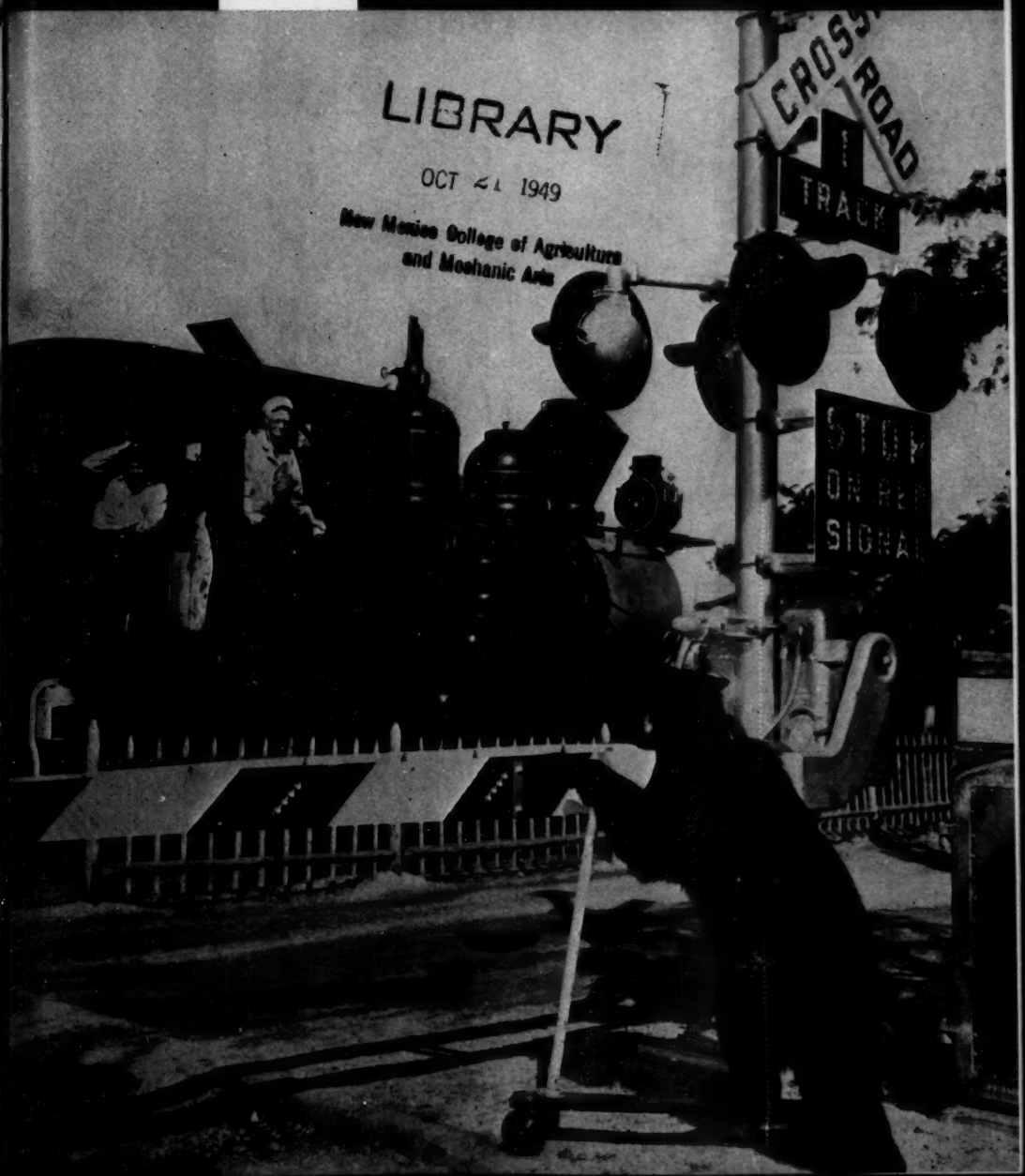
Sections · Section One



The **NATIONAL SAFETY COUNCIL**, the heart of the safety movement in America, collects and distributes information about accidents and methods for their prevention. Organized on a nonprofit basis, the Council promotes safety in industry, traffic, school, home and on the farm.

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SAFETY EDUCATION

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Section One

• • *A MAGAZINE FOR TEACHERS AND ADMINISTRATORS*

EDUCATIONAL PRESS ASSOCIATION OF AMERICA

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November Cover—Rudy, the safety-minded trained bear, knows that he should stop when the gates are down at a railroad crossing so he will not be injured or killed by an oncoming train. Rudy participated in the rodeo of the Burlington, Great Northern and Northern Pacific lines, at the Chicago Railroad fair.

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Contents of SAFETY EDUCATION are regularly listed in "Education Index."

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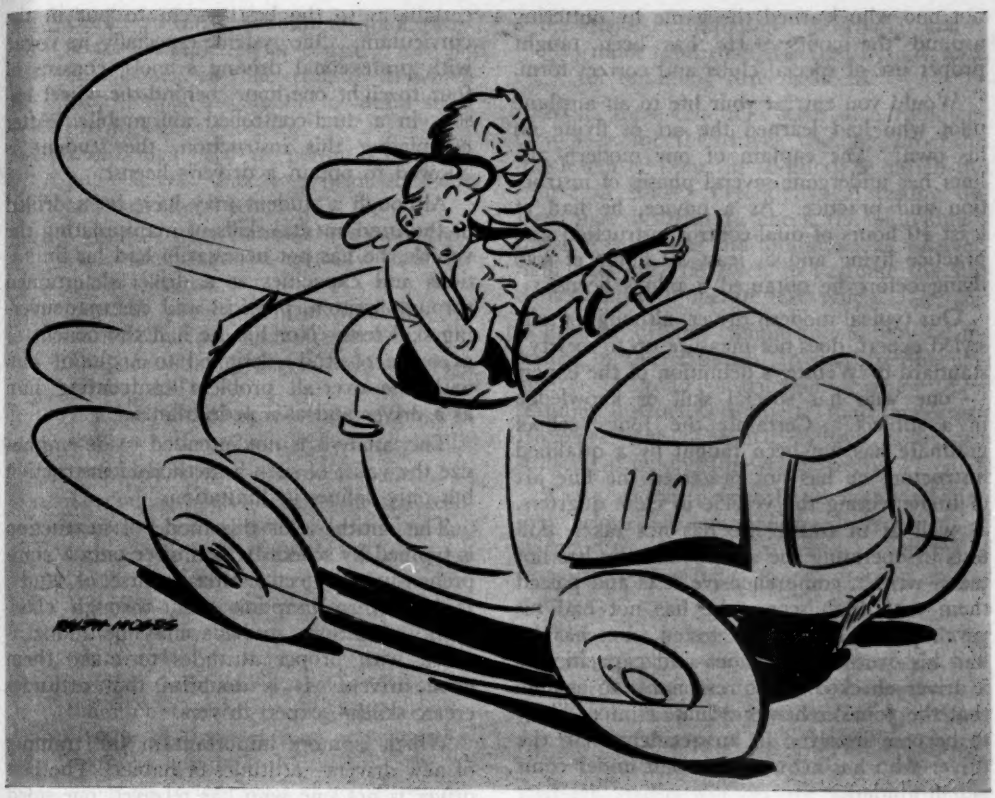


TEACH DRIVING - *the Right Way!*

by MATTHEW C. SIELSKI

DO YOU remember how you learned to drive? In all likelihood you were taught by what is commonly known as the Jones method. Mr. Jones buys an automobile and is shown, by a friend or the salesman, how to operate the gadgets and manipulate the thingamabobs and what-you-may-call-its. After a few trial runs and an inappreciable amount of traffic experience Mr. Jones obtains a driver's license and is self-qualified as an expert.

Mr. Jones, in turn, passes on his minimum amount of information and instructions to Mrs. Jones, who, then, also, becomes an "expert" driver. Later, she teaches young Johnnie, Mary and others in the family until there are half a dozen or more "good" drivers on our records who have never received any reliable instruction or familiarized themselves with the laws of sound driving.

Do you recall how you learned to swim? The system of throwing the individual in the old swimming hole where it was sink or swim is past history. Today one may excel in swimming by getting instruction from a competent instructor who teaches the art of proper breathing, smooth stroking and perfect form.

Extended practice is needed to achieve an expert rating in any field. The golfer who shoots in the high sixties or low seventies is

MR. SIELSKI is director of the safety and traffic engineering department of the Chicago Motor Club.

not one who learned the game by puttering around the course. He has been taught proper use of special clubs and correct form.

Would you entrust your life to an airplane pilot who had learned the art of flying on his own? The captain of our modern airliner has undergone several phases of instruction and practice. As a novice, he had at least 10 hours of dual-control instruction and practice flying and at least 30 hours of solo flying before he obtained a pilot's license.

Our typical modern driver, although a self-styled expert, does not measure up to society's standard or Webster's definition of the expert —"one who has special skill or knowledge in a subject." Certainly the Jones' school graduate has not been taught by a qualified instructor; he has not practiced the fine art of maneuvering the vehicle in close quarters, as well as in traffic; he has not taken skill tests in operating the automobile; he has not taken written comprehensive tests and passed them with high scores; he has not had his psychophysical reactions tested, nor has he had his over-all limitations and capacities as a driver checked. It is reasonable to assume that the Jones' school graduate is more likely to become involved in an accident than the driver who has acquired his skill under competent guidance.

Almost 60 per cent of the drivers in fatal accidents in 1948 were violating a traffic ordinance or safe practice. Obviously, then, our present-day and future drivers must be educated, if we are to have good drivers on our roads and if we are going to contribute to the over-all solution of our traffic problems.

Naturally, it would be awkward to accomplish any comprehensive program of education without placing such a course in the high school curriculum. In high school, the teen-ager becomes of legal driving age. Eight out of every ten high school students become licensed drivers. It is far more practical to give the high school student competent guidance, so that sound driving habits are formed, than to allow him to acquire undesirable skills.

A former state superintendent of public instruction in Indiana said, "It is time we educators readjusted our school curriculum so that students learn subjects which will assist them in later life." Speaking directly of driver training, he said, "It is not logical to teach our students things they won't live long enough to enjoy."

Because driver training in the schools is in its infancy, many administrations are uncertain as to the best system to put in the curriculum. One system, especially in vogue with professional driving schools, consists of four to eight one-hour, behind-the-wheel lessons in a dual-controlled automobile. After completing this instruction, the student is allowed to obtain a driver's license.

Although a student may have been drilled in the fundamental skills of manipulating the vehicle, he has not necessarily had his limitations and capacities as a driver determined through written, physical and car maneuvering skill tests. Nor has he had the benefit of a course of study designed to acquaint him with the over-all problem confronting him as a driver and as a pedestrian.

This analysis is not intended to de-emphasize the value of such a method of instruction but only defines its limitations.

The antithesis of this mode of instruction is typified by schools which offer only a comprehensive, subject matter, course of study. It is *their* assumption that, through classroom education, students may be indoctrinated with proper attitudes to make them good drivers. It is doubtful that attitudes create skillful, expert drivers.

Which is more important in the training of new drivers—attitudes or habits? The best driver is not one who has received one-sided instruction. An expert driver is one who has obtained a well-rounded education correlating both attitudes and skillful habits.

As Dr. Lauer pointed out in his article, "Driving Habits vs. Attitudes" (SAFETY EDUCATION, October, 1948, p. 11), "There are certain practices of driving which officers observe in traffic. No one is ever arrested for a bad attitude alone; it must be accompanied by an overt action or violation."

The well-developed high school driver education and training program should include both classroom instruction, designed to disseminate knowledge and create proper attitudes, and behind-the-wheel training, to develop skill in operating the vehicle.

At the present time, no standard course has been developed. The program must be adapted to fit the needs and designs of each individual school. There are, however, certain standards which should be observed by all schools. These standards are high—as they must be if we expect to graduate expert drivers. For the classroom, we recommend:

1. A minimum of 20 clock hours of classroom instruction—five periods per week per semester

2. Credit toward graduation upon satisfactory completion of course
3. Give course in that semester in which most pupils are about to attain legal driving age
4. Limit class size to permit maximum pupil activity and yet provide economy in instructional costs
5. Give a written examination more rigid than that required by any state for driver's license
6. Teacher should be one interested in traffic efficiency and safety
7. Teacher should have above-average driving skill
8. Teacher should have been trained in content and method of classroom safety.

For road instruction, we recommend:

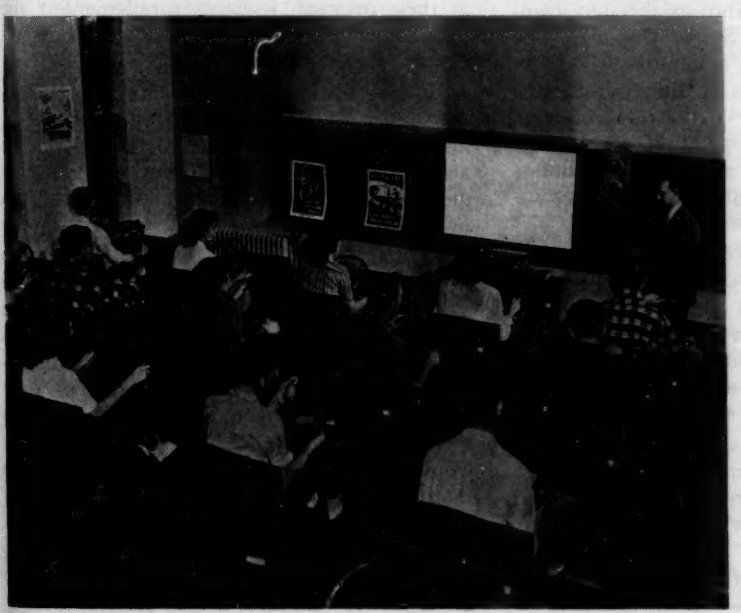
1. Teacher properly trained in the technique of giving road instruction and found qualified, through examinations based on high standards
2. Use of a dual-controlled training car
3. Adequate insurance protection for all concerned
4. Normal traffic environment for at least the later stages of driving instruction
5. Groups of three or four in driving instruction squads
6. From six to ten hours of actual behind-the-wheel training for each student, depending upon individual needs.
7. Driving instructions to each student at least twice a week
8. Rigid examination of driving ability (more rigid than required by any state for obtaining driver's license).

While these criterions serve as a rudimentary basis for the driver training program, much can be done, in addition, to enrich the course of study. Psychophysical testing devices may be used to check the individual's physical capacities and limitations as a driver. Skill tests may be given to evaluate the student's ability to operate the vehicle.

Practice driving compartments may be installed in the classroom to increase the efficiency of road instruction. Some driver training instructors estimate that these contrivances save as much as two hours per student in behind-the-wheel lessons.

These are but a few of the methods which may be used to enhance the development of skill and to enrich the student's knowledge of his social responsibility as a pedestrian and as a driver.

When the driver education and training program expands to such a degree that millions or billions of dollars, if necessary, are spent in educating our drivers of tomorrow, we may then expect a corresponding reduction of accidents on our roadways. Then our teen-age youths will become safer and more considerate drivers. As these youths grow into adults, they will practice those rudiments of safe driving which they have learned under competent guidance.



Such dummy cars as these help students to learn manipulative skills before taking to the road.

DAYTON DISPELS DANGER

by ANDREW R. WEBER

THE late war served as an impetus for the promotion of safety education particularly in industry. Although industry reverted to peaceful pursuits immediately after V-J Day, it must continue to wage an unrelenting war against industrial accidents. The programs for the industrial safety courses given at the University of Dayton were developed as part of the war effort. These courses, having proved successful during the war years, should prove equally successful during peacetime.

Because of the variety of industries in the Dayton area, we felt that the basic and advanced courses in industrial safety as outlined by the government sponsored program did not satisfy the needs of this community and vicinity. Hence we formulated and administered special courses.

Both the basic and advanced courses have been sponsored by the Industrial Safety commission of the Dayton Safety Council. The commission appointed a committee which decided on the mechanics of the courses—the opening and closing dates, the day and time of the lectures, cost of operation, etc.

The commission then advertised the courses in the safety departments of the various industries and in newspapers.

The courses were tuition-free to any person interested in safety education. The secretary of the commission acted as registrar; the university representative served as co-ordinator. It was the latter's responsibility to determine course contents, to obtain lecturers and to keep things functioning smoothly.

The co-ordinator presented monthly progress reports to the commission. The co-ordinator also acted as intermediary between the university and the safety council.

Besides the topics dealing with accident prevention in industry, subjects referring to the intangibles of industrial safety were included in the program. Each topic was covered by a different lecturer, qualified to speak because of his broad knowledge and actual experience.

Students were encouraged to present their own shop or factory problems. In this exchange of ideas, many cases were solved.

Although no specific text was used, the students found they wanted either Blake on *Industrial Safety* or Heinrich on *Industrial Accident Prevention* for their own personal reading and study. The publications of the National Safety Council, the Underwriters' Laboratories, as well as government publications were used as references. Safety codes, booklets, pamphlets and posters were distributed to the students. With this literature at their disposal, students supplemented the lectures and extended their knowledge of industrial safety.

In the advanced industrial safety course, the subject was approached from an engineering angle, to enable the students to become acquainted with scientific laws and procedures which they may encounter in the shop or factory.

It was not the purpose of this course to turn out finished engineers, nor could the students completing this course assume the engineer's responsibility in industry. This course was intended to give better understanding of the engineering projects over which the safety director has supervision. With this increased knowledge, the supervisor would be in position to carry out his duties more effectively. Staff members of the engineering faculty of the university delivered the lectures in their specialties. Demonstrations of scientific laws and engineering principles were given in the university's laboratories.

MR. WEBER is professor of mechanical engineering at the University of Dayton, Dayton, Ohio.

In broad outline, the advanced industrial safety course included the study of mathematics to the extent required by subsequent subjects of the course. All problems were solved by means of the slide rule.

The principles of mechanics referring to force, work, power, etc., were discussed in connection with the mechanical advantage of the simple machines including the lever, the wedge, the jack, the winch, the hoist, etc.

Studies in strength of materials included such forces as stress, strain, shear, torsion, compression, tension, fatigue, in connection with the safety factors applied to materials.

Currents, circuits, motors, electrical tolls, etc., were treated in the study of electricity.

Light and sound were presented from the viewpoint of the physical laws that govern these phenomena.

Chemistry offered such subjects as elements and compounds, acids, bases, poisons, etc.

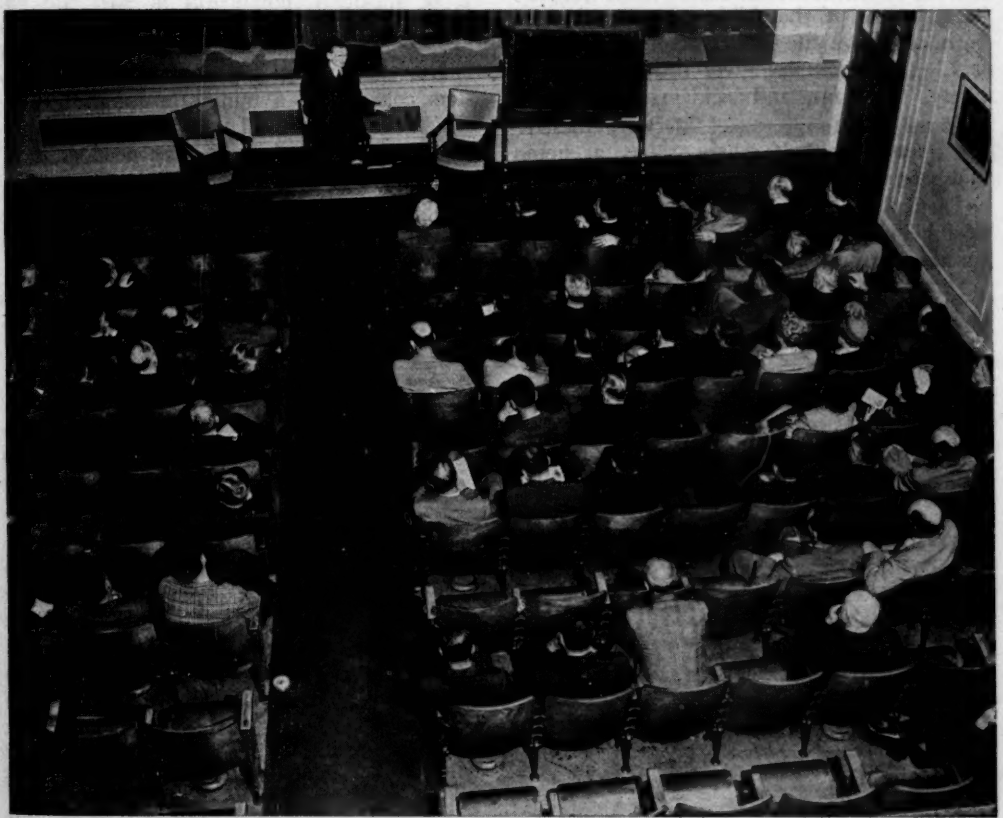
Heat processes were considered from the operational angle and included combustibles and combustion, power and service boilers, refrigerating and air conditioning equipment.

Psychology was also included in the course in order to give the students the principles of human relationship and behavior.

Students of both the basic and advanced industrial safety courses attended monthly meetings. In a planned program, prepared by the commission, the safety school carried on its work of education among the industrial workers of Dayton. Speakers of national reputation were acquired to give inspirational addresses on chosen safety subjects. The program of the safety school meeting included a dinner and community singing, which aided materially in promoting good fellowship among the 250 to 300 persons present at each session. The safety school held its meetings in the various larger industrial plants or at the local Y.M.C.A., where cafeteria or dinner services were available.

Upon successful completion of the basic and advanced industrial safety courses, the students received certificates from the Industrial Safety commission.

Group meetings on safety education foster discussions and help solve problems through exchange of ideas.



Project: Safety

by W. G. BURNS

DURING the school term 1948-1949, the third and fourth grade pupils at the Julia C. Frazier school in Dallas, Texas, originated and carried on a safety project. These nine-to-eleven-year old children formed a safety club. Their aim was: "We want to learn how to live safely."

A president and a secretary were elected. Regular meetings were held at which class members discussed various unsafe acts they had observed and how that act could have been made safe.

During American Education week, the children observed the theme, "Promoting Health and Safety." Various community helpers, such as the fireman, policeman, doctor and nurse, spoke to the children. These community workers were so inspiring that the children wanted to do more safety work. And so the unit "Safety at Home and at School" was created. This was a much needed project, because most of the children live in a neighborhood where the homes are quite old. In fact, the community gives little thought to safety. Many fires and accidents occur.

In this unit, four forms of safety are studied: fire safety, safety at school, safety at home and safety to-and-from home.

Particular emphasis is on fire safety. Following is a partial list of the specific activities carried on in connection with this project:

1. Members of the Dallas Fire department visit the class, furnishing plays, posters, books and stories about fire.

2. Class members gather data on fire safety from such sources as the National Safety Council, the National Board of Fire Underwriters and a number of insurance companies.

3. Fire inspection sheets are made up.

4. The common causes of fire are studied and learned.

5. A thorough inspection for fire hazards in the neighborhood is made. Each pupil visits houses on his street. Numerous hazards are found and suggestions for the elimination of these hazards are made.

6. Newspaper and magazine stories about fire are collected and classified by cause.

7. Monthly fire reports are used to make up arithmetic problems.

8. A community fire record is kept, and stories are written about these fires in English or composition class.

9. A number of movies about fire and fire safety are shown.

10. A second tour of the neighborhood is made during cleanup month. Pupils volunteer aid in cleaning up the homes and yards.

During this term safety project, the youngsters constructed a miniature community in which they showed all the safety devices they had studied and thought were needed.

At the end of the school year, this safety project was the feature of a special public assembly in the school auditorium. Parents, members of the fire and police departments, and other officials were present to see the safety play and the various safety materials.

MR. BURNS is fire marshal of Dallas (Texas) fire department.

Pupils constructed miniature community which showed where safety devices were needed.

ADVANCING TO ZERO!

by ELMER C. O'DONNELL

THREE important factors require consideration in any school safety program, if we would reduce hallway accidents.

1. Safety consciousness
2. Teacher and pupil attitudes
3. Need for continuous supervision.

Add to these the desirability of regular inspections of the physical plant, the analysis of reported accidents and the need for student interest and co-operation, and it would appear that we have at least the rudiments of an effective accident prevention program.

Three years ago at Samuel Gompers Vocational and Technical High school, with a student body of approximately 2,500, we averaged 5.4 accidents per month. Considering our type of instruction, requiring as it does that 50 per cent of the pupil's school time be spent in shops, where he constantly uses hand and machine tools, the accident rate did not seem excessive.

Most of our accidents occur in hallways, on stairways and in competitive games. We determined to have a try at reducing this figure. Deciding that accident prevention in the school is our most immediate concern, any safety education not looking to the overall preservation of life, health and limb, in school or out, falls short of our objective. We believe that it is just as important to train a youngster not to dive in unknown waters as it is to train him not to put his fingers in a set of gears. If anything happens to him in school, there is some qualified person about to look after him, but this may not be the case in accidents that occur away from school.

The accident rate among the 2,500 students in our main building has now been reduced to 3.9 per month. Following are the specific measures which were continued or adopted as part of our program. While they are not necessarily new, perfect nor all-inclusive, we have had a measure of success and we present them on that basis.

MR. O'DONNELL is the teacher in charge of evening trade at Samuel Gompers Vocational and Technical High school, New York, N. Y.

We attack this problem from three angles: instruction, publicity and student co-operation.

1. **Instruction**—In the social studies classrooms, formal lessons are given—we discuss safe practices in the school, on the street, at play and in the home. We emphasize such economic factors as the cost to the community and the individual family of maintaining hospitals, of loss of time because of accidents, and of rehabilitating injured persons.

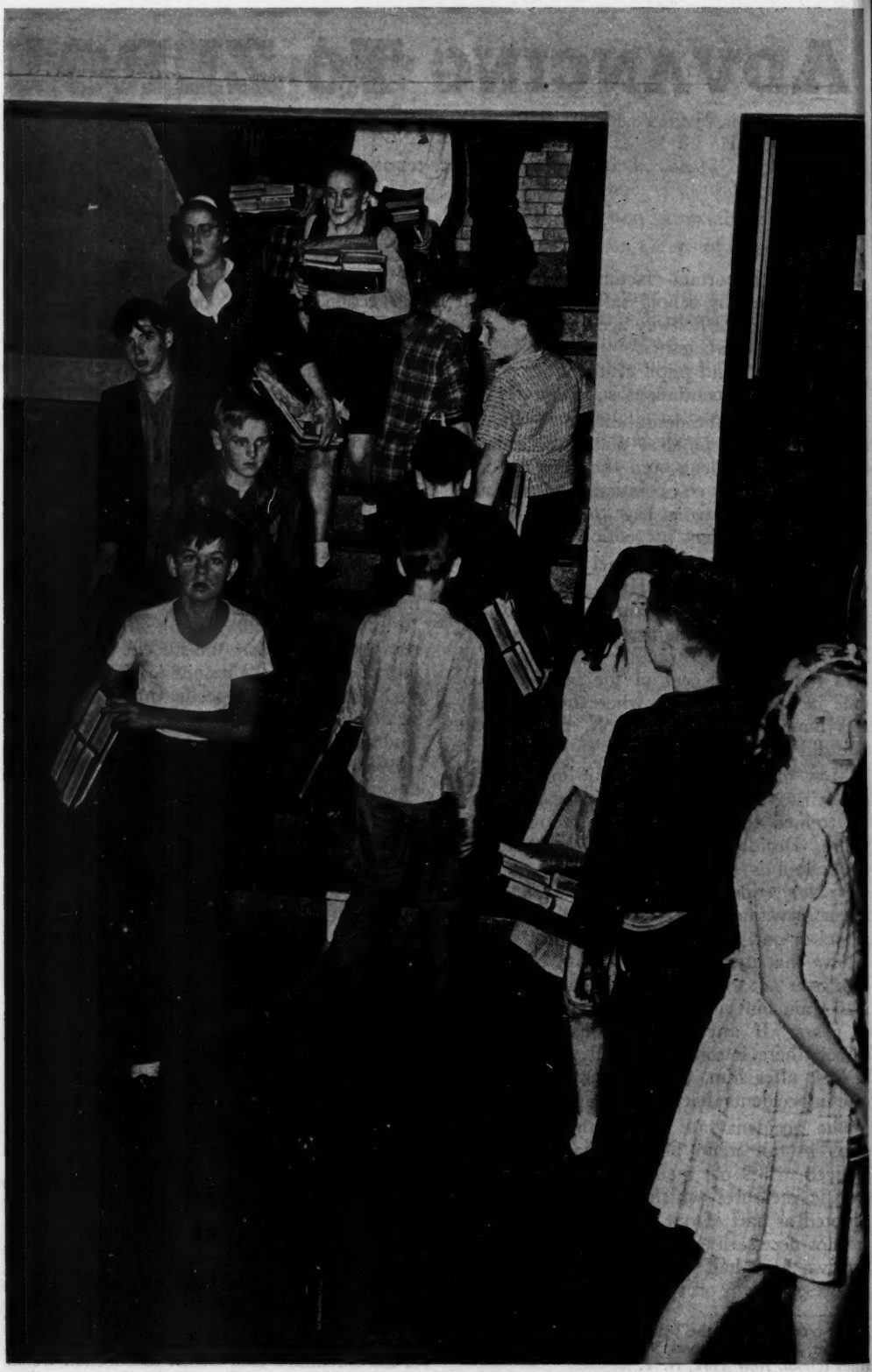
Effort is made to have each student realize that carelessness and accidents cost *him* something in dollars and cents, even though he may not be directly involved in the accident. In the shop, safety instruction and written tests are given before the student does his first job. Formal safety lessons are then given—each augmented by specific instruction in the safe use of any new tool or machine the student is about to use.

We believe the proper time to "safety-ize" the student is immediately before he is exposed to the special hazard. Before a student is permitted to use a new tool or machine, he is required to show by written test that he is thoroughly familiar with precautions he must take. These tests are standard throughout the school. The results are kept on file.

2. **Publicity**—We attempt to instill safety consciousness by means of publicity and salesmanship. We use the usual posters obtainable from the National Safety Council, insurance companies and industries, as well as original posters made by students. Such posters are put up in shops, classrooms and on bulletin boards at appropriate times. Posters are changed at least once each month.

A permanent safety exhibit is maintained in a display cabinet in the corridor just outside the auditorium. Every student passes here at least once each week, sometimes daily.

3. **Student Co-operation**—We do not have student safety engineers, but we do have a foreman and an assistant foreman in each shop. These junior supervisors are members of the foreman's club which meets each week.



The faculty advisor of this club is an ardent safety worker.

Once each term there is an all-school safety assembly, which usually consists of student-written safety skits.

Inspection of Plant

A monthly shop report is made by each shop teacher. This is a standard form used throughout the New York city vocational school division. The reports first go to the chairman of the department, who inspects and signs them. They are then given to the safety co-ordinator, who scrutinizes each report and makes a special inspection of any condition which seems to warrant it. Faults which can immediately be rectified are taken care of. Those which require extensive work are referred to the administrative assistant, who makes the official request for corrections through the department having jurisdiction over it. Each report is signed by the safety co-ordinator. The reports are then tabulated, showing action taken or recommendation.

On the fifteenth of the month, each teacher makes a housekeeping report. This report covers every classroom, shop, laboratory, drawing room, gymnasium and the gymnasium locker area. It lists such items as window glass, door locks, condition of furniture and sinks, cleanliness of floors, removal of refuse and clear or obstructed aisles.

The safety co-ordinator collates these reports, tabulates the items which come within the province of the custodian-engineer and forwards one copy to the administrative assistant and one copy to the custodian. A column on the tabulating sheet is provided for the custodian to report each item as it is cleared. The custodian returns this to the administrative assistant when all items have been rectified.

Each shop teacher makes a general inspection of shop equipment before starting work each day, and at least once a month the safety co-ordinator personally inspects every fire extinguisher in the building, testing the extinguisher (except soda-acid type) for operation, making sure each is readily accessible.

Room fire drill signs are also checked. First-aid cabinets are inspected. Condition of ceiling and floors is examined.

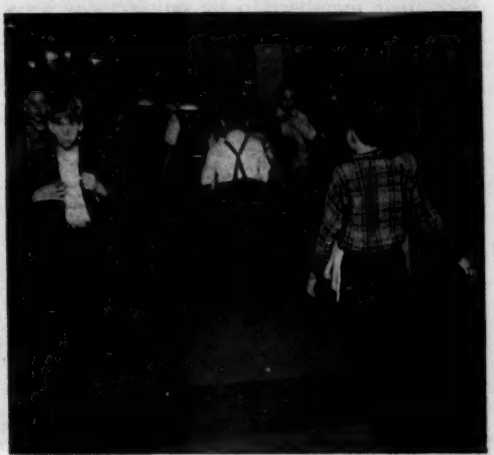
Continuous Student Supervision

Each student is checked for proper shop clothing before he is permitted to start work, and the shop instructor is constantly checking to see that students use goggles, welding masks and other protective devices.

At the change-of-class periods, each teacher steps to the door of his shop or classroom to supervise hall traffic, and, at the same time, maintains command of his own students.

At dismissal time each homeroom teacher leads his or her class to the street door. This prevents undue hurry and possible stairway accidents and saves any one who may be standing in the doorway.

Extremes of any kind seem to me to be poor business. I think safety can be overplayed. Too much preaching on this or any score loses its effect and may *cause* the very thing we are trying to eliminate. We can prevent shop and laboratory accidents by locking up machines, by not making use of apparatus, by saying that you may look but you must not touch, but this, of course, is not the sensible course. A balanced common sense approach, I believe, will help us toward that elusive "zero" accident rate.



At left—Students in a secondary school rush through the hallways, up and down the stairs, which could cause hazardous situations in the hallways. In case of emergency, panic and disorder might result and cause serious loss. At right—Elementary school pupils walk through the hallways in calm and orderly fashion. Safety instruction is emphasized in the elementary schools of the nation and these pupils carry over into their everyday living the safety concepts which are still fresh in their minds. But safety education should be continued through the secondary schools and institutes of higher learning, if the elimination of accidents is to become a fact rather than just a hope.

PUPILS TEACH SAFETY

by AVIS MOORE

THE Avery Coonley school safety council was organized about four years ago with students from the fifth, sixth, seventh and eighth grades. All who volunteered were asked to earn their membership by satisfactorily serving on one of the council committees. Membership cards were presented to those who had earned them in a school assembly.

We soon learned that safety was protection. We needed a patrol boy to guard the street crossing and the railway station. It wasn't long before we realized that safety could be prevention. Safety zones and rules of good conduct were needed. The train patrol had a white line painted along the railroad platform and put a poster in the station waiting room reminding all of "Nine Do's for Train Riders."

Other committees of the Avery Coonley school safety council are just as actively interested in their duties as is the train patrol. Each is headed by a chairman who keeps the calendar of "turns." Most of the groups are so anxious to serve and to wear their belts that two or three are apt to report for duty whenever one is needed, and the chairman answers the question, "Isn't it my week, yet?"

The gate patrol has charge of the entrance to the school grounds and the bicycle traffic. A special board walk has been placed across the parkway opposite the entrance to guide primary and kindergarten children. A patrol member walks across the road with each child.

Bicycle riders are required to dismount at the gate and leave their bicycles in the racks near by. No bicyclist rides on the school grounds or down the curved driveway leading to the main school building.

Last year, again in co-operation with the village, white guiding markers were put along

MISS MOORE is teacher and sponsor of the safety patrol at Avery Coonley school, Downers Grove, Ill.

the center of the roadway and a stop marker placed back from the gate so that outbound cars would leave room for the incoming cars to make the turn from the road. When the students reported cases of dangerous speeding, they received immediate co-operation from the village police, and additional markers were placed on the road.

Since the entrance to the school is on a busy street, the students have the aid, during the morning rush, of one of the school maintenance men who is a village deputy authorized to direct traffic. The council is very proud of "Deputy Mike" and his star.

The building committee makes a daily inspection to see that nothing is left on stairways, near doors or along passageways. These patrol members look backstage to see that play production equipment is stacked properly while sets are under construction. They watch to see that the power switch in the shop is turned off after class and that tools are not left in awkward positions.

The members of the playground committee are particularly busy in the winter season. Damaged gear on sleds and obstructions on the toboggan slide are apt to cause trouble. The playground committee reports when the ice is ready for skating. The members are asked to see that all sports equipment is in good condition and put away. Older children are not "safe" on nursery school slides, nor can the younger ones be allowed to try out equipment that might be left on the field.

Other services performed by the group include host and hostess for assemblies, care of flag and moving chairs for meetings.

The students have met with their headmaster, the faculty sponsor and Deputy Mike to get brief reports from the committee chairmen and a safety lesson. We've talked over our safety problems, learned to use a fire extinguisher, learned not to make hasty judgments about injuries, but to summon aid.

We've talked with our local police and the state patrolmen. We've agreed to be very careful at night since we learned from *Accident Facts,* published by the National Safety Council, that the death rate from motor vehicle accidents is higher at night than in the daytime. We've shown movies and put up posters. We've learned to make explanations and announcements to other groups. We've put on assemblies. We've been busy.

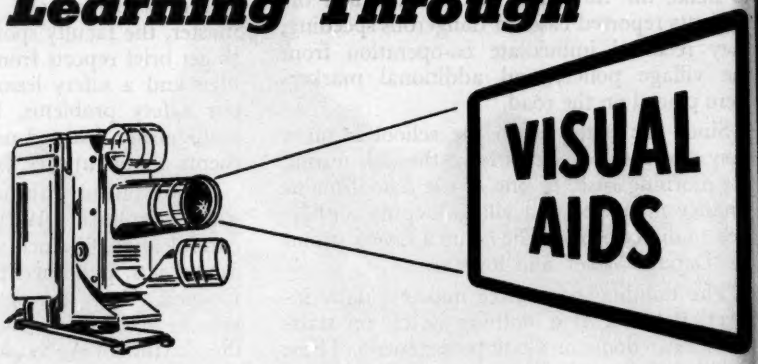
But, we've had fun, too. We've especially enjoyed the annual outing. We were proud to take part in the National Safety Congress and Exposition in Chicago. We have liked the short excursions to see our projects completed. We always end the year with a "last day of school luncheon" in our dining room.

The Avery Coonley school safety council helps protect the students at the station and the crossings; it has found a way to eliminate danger on the playground and with bicycles; and it has had fun in working, planning, doing, learning, and on trips and outings. Safety is protection, prevention and fun, too.

The important duty of the school safety patrols is the protection of school pupils at street corners.

Making filmstrips helps to promote safety in schools.

Learning Through



by MAURICE C. McCANN

IS CONSERVATION of life important? Careless habits and attitudes in walking and driving cause needless waste of life.

Is this the fault of the school and education? Proper attitudes must be created. The most rapid and best way to teach proper attitudes is by means of audio-visual aids. Ninth grade in junior high school is the best time to teach proper attitudes, because boys and girls are reaching the age when they hope to get a driver's license and obtain permission to drive the family car. Learning is motivated by their desire to drive.

To promote highway safety, we have gathered material from newspapers, booklets and circulars for 35 mm. filmstrips. We did our own photography and made the film up in proper sequence for presentation in civics or science classes. Many of the pictures are self-explanatory, and the narrator can easily make up explanations from his own experience.

The presentation of a filmstrip usually requires more preparation than the sound movie. The teacher must know what explanation he is going to make for each picture and what discussion to bring out from the students. A script may accompany the film for ease of use. The teacher, of course, may bring in his own experiences and those of the class to enrich the presentation.

Before undertaking the production of the film, a research project may be carried on to look up material in the library.

There are many advantages in a filmstrip. One is that only a small, portable machine is required. Other advantages are: 1) the film is easy to handle; 2) it is small and easy to store; 3) the picture can be held in place indefinitely; and 4) the filmstrip may be made locally, at not too great cost, from material collected to fit a local situation.

In making a filmstrip from diagrams, photographs and books, it is necessary to have a 35 mm. copying stand. Photoflood lamps are used when the picture is taken. The camera must be raised or lowered for different size pictures. Pictures should be arranged according to size so that there will be a minimum of adjustment of the height of the camera. The picture should be recorded as soon as it is taken so that there will be a record when the film is developed and returned.

When film has been exposed, place it in a container and bag, then cut off the corner of the tag. This indicates that the processed film should be returned in a roll instead of mounted in slide form. If it is desired, the pictures may be made into slides at increased cost by the company.

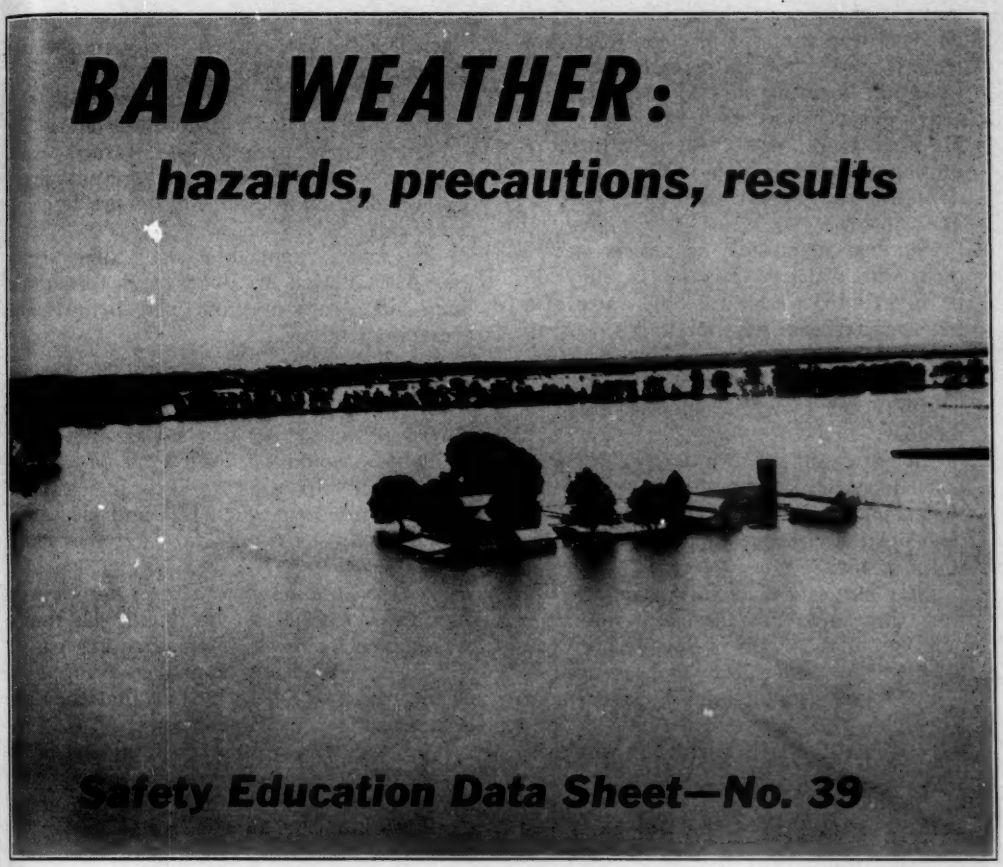
The equipment needed for filmstrips and slides is as follows: 1) 35 mm. camera; 2) filmstrip projectors; 3) light meter; 4) photoflood reflector and bulbs; 5) tripod; 6) screen for projection; 7) copying stand or rack; 8) 50 foot roll, black and white panchromatic X film.

Now is the time to work together and promote safety by creating an intelligent attitude in the students of today by teaching the *how* and *why* of safety by means of visual aids.

MR. MC CANN is visual education director at Washington Junior High school, Racine, Wis.

BAD WEATHER:

hazards, precautions, results



Safety Education Data Sheet—No. 39

Statistics

1. Statistics on the effect of weather as the cause of accidents fall into two categories. The first includes those accidents caused by disastrous bad weather or the results of such weather, such as floods, tornadoes, hurricanes and blizzards. A survey made in recent years by the Metropolitan Life Insurance company shows that between 100 to 300 persons are killed or injured each year by this type of bad weather. The second category includes accidents caused by less severe bad weather, such as rain, snow and ice as they effect driving or pedestrian activities. About this category, there are no reliable statistics.

DISASTER PRECAUTIONS

Hurricanes

2. Hurricanes are violent storms of a tropical nature and are generally accompanied by thunder, lightning, rain and high wind. They are truly cyclonic in that their entire air content revolves in an inward spiral. There is no great vertical force, however. In the northern hemisphere the revolving air moves in a counterclockwise direction. The wind force of a hurricane is the strongest of all horizontal winds and often exceeds 100 miles per hour.

3. Most towns and cities in the parts of the country where hurricanes are likely to strike have some type of prearranged warning signals. In conjunction with the accurate and highly efficient methods used by the United States Weather Bureau to report hurricane information, a combination alarm system of bells, sirens, factory whistles, telephone and radio may be used. The bureau has also compiled some rules for safety during and after a hurricane. The bureau advises you to:

a) Pay no attention to rumors. Keep your radio on and act only on official advice.
b) Leave low-lying beaches or flood areas early. Don't risk being marooned.

c) Stay in your house, if it is well built and out of danger of high tide.

d) Board up windows or close storm shutters. Use good lumber, securely fastened—makeshift boarding may do severe damage. Brace outside doors strongly.

e) Stock extra foods, especially those requiring no refrigeration or little preparation. Electric power and gas may be interrupted.

f) Sterilize all possible containers and fill them with water. Water service may also be interrupted. Boil drinking water after service has been restored unless you are sure the regular supply is safe.

g) Have a flashlight handy.

h) Store all moveable objects inside, if possible.

i) Be sure that a window or door is opened on the side of the house opposite that facing the wind. Keep the window or door open to equalize air pressure until the storm passes.

j) Stay in a safe place for a time after the storm has apparently passed. If the center or "eye" of the storm is directly over you, there will be a lull in the wind lasting from a few minutes to half an hour or more. Then the wind will return suddenly from the opposite direction, frequently with even greater violence.

k) Be calm.

4. The Weather bureau also gives advice on what to do after a hurricane:

a) Don't touch loose or dangling wires.

b) Don't empty stored water until water supply has been resumed.

c) Look out for falling tree branches.

d) Drive cautiously. Storm-hit areas are dangerous; subsoil may have washed away.

e) Be doubly cautious to prevent fires; lowered water pressure makes fire fighting difficult.

5. To some extent, hurricane safety rules may be followed in floods and tornadoes. Some safety rules not contained in hurricane precautions follow.

Floods

6. Fire is a major danger following or during a flood. All gas stoves or electric appliances should be turned off or disconnected, if flood waters are likely to reach the house. Learn now where gas and electricity may be shut off at the point where they enter the house.

7. Don't use matches or open flames even after the flood has receded, until gas mains are checked for breakage and escaping gas.

8. Check all electric appliances before connecting them again, to be sure that they are dry and safe.

9. Flood waters often contain backed-up sewage and other contamination. Destroy anything, such as medicines, fruits, vegetables, etc., that has been under flood water.

Devastation such as this occurs from hurricanes and tornadoes.

10. Even hermetically sealed cans should be thoroughly disinfected before opening.

11. Put on serviceable, warm clothing, if time permits. And have blankets available, since the heating system may be interrupted.

12. After the flood waters recede, it should be remembered that any objects covered by the water will usually be coated with muck or some other type of contaminated residue. Anyone being cut or scratched by such objects should get prompt medical treatment. Keep a good first-aid kit handy, preferably with blankets, food and other emergency equipment.

13. To be completely safe, act before a flood reaches the danger stage. Leave the area. Know alternate routes out of the area in case of blocked roads.

14. If you are trapped in a building, go to the highest place in the building and wait for help to arrive. Don't attempt to swim or use makeshift rafts except as a final extremity.

15. If it is too late to leave the area, go to nearest community flood shelter.

Tornadoes

16. As with other types of disastrous weather, safety measures for tornadoes are largely precautionary. In case of tornadoes, an efficient warning system is vital because there is much less time to act than in other forms of cataclysmic bad weather.

17. By arrangement with the nearest United States Weather Bureau office, local radio stations can alert listeners when weather conditions seem to indicate an impending tornado.

18. Some knowledge of tornado characteristics may well be considered. Although tornadoes may occur at any hour, they most frequently seem to take place between 3:00 and 6:00 p. m. The length of their paths average 10 to 40 miles, but may reach 300 miles. Their width averages 300 to 400 yards, but has been recorded up to a mile or more. They travel forward from 25 to 40 miles per hour, but rates have been reported up to 139 miles per hour. Wind velocity within the center of the tornado funnel has never been measured.

19. Warning signs preceding tornadoes are: dark, thick, storm clouds; heavy rain or hail and a tremendous roaring or rushing sound. This sound has been likened to "that made by several trains speeding through a tunnel or over a trestle."

20. Tornadoes usually move toward the northeast. Since the walls of a building struck by a tornado are first thrown outward by expanding air within the building and then blown away, the southwest corner of the basement is the safest spot in the building.

21. If caught in the open where there are no buildings or storm cellars, run at a right angle to the path of the storm to escape from the tornado's path. The funnel of a tornado approaching anyone in a direct line appears to be standing still but growing larger, so that deciding which is a right angle to the direct path is not difficult. However, the danger of flying debris driven at terrific force makes this move one for extreme emergencies only. Find some hollow or sheltered place in the earth, such as a ditch, creek or river bank, or any other depression at a right angle to the tornado's path. Cover the face with any kind of garment or cloth to prevent suffocation from dust.

Blizzards

22. Blizzards often begin quite suddenly after beautiful, but out of season, sunny skies and spring-like weather. This phenomenon in itself should be a warning to people living in blizzard country. Blizzards differ from ordinary snow storms because of their terrifically high wind filled with fine snow and accompanied by intense cold. These combined blizzard factors cause many injuries and deaths each year when people are not able to reach shelter in time. Some of these deaths and injuries could be avoided if proper safety precautions were followed.

23. If caught in a car during a blizzard, *do not leave the car.* State or county patrols with proper equipment look for marooned cars as soon as possible. Since driving a car in a blizzard is usually impossible because of snow drifts and lack of visibility, the following safety precautions are life-saving ones:

a) Run the motor occasionally to warm up the car, but be sure to open the car window a crack for circulation. Do not run the motor if snow piles up under the car high enough to block the exhaust. Insidious, death dealing carbon monoxide will build up quickly and enter the car. Get out of the car long enough to clear away the snow from the exhaust. In any event, save on gasoline by running the motor only when the cold becomes too uncomfortable. The blizzard may last a long time.

b) If the car runs out of gas, close all windows immediately, and *keep them closed.* Stuff all cracks or open places around doors, windows, etc., with rags,

handkerchiefs or whatever is available.
c) Don't open the car doors.
d) Don't go to sleep under any circumstances.
e) Exercise occasionally—stamp your feet, swing your arms and slap your hands.
f) If more than one person is in the car, huddle together for warmth and use all clothing, blankets or other covering.
g) Rubbing and slapping each other's feet or hands will help, but, if the extremities get too cold, place them next to another person's stomach or other warm part of the body until extremities are warmed.
h) If alone, remove shoes, rub the feet and then sit on them to keep them warm.
i) Remain calm until help arrives.
j) People living in blizzard country should keep some type of blizzard safety kit in their cars during the blizzard season. Items, such as heavy socks, mittens, blanket, some type of emergency rations, rags to stuff in car openings, and a covered tin or box for body eliminations, may save lives or prevent serious injuries.

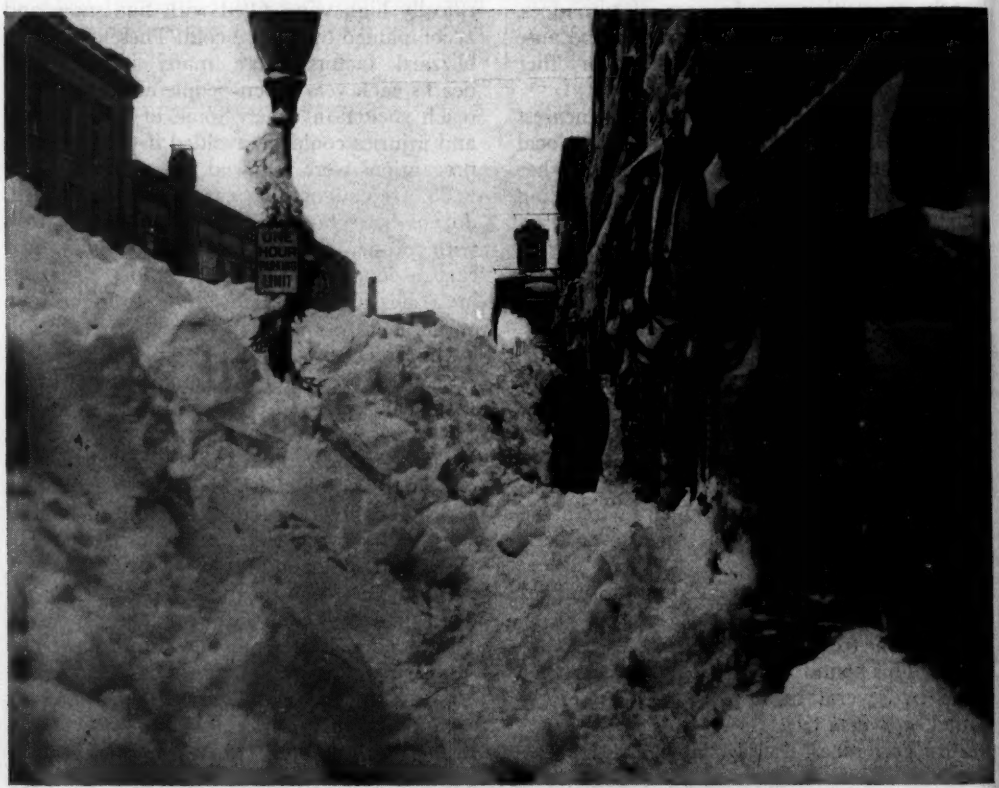
24. If you're on foot or horseback and get caught in a blizzard, you have little choice but to head immediately for any type of known shelter. Visibility may be nonexistent. But keep your head; determine some sure course, such as following a fence to a known destination or staying in the ruts of a road; that is your best chance to escape freezing to death. Tie a handkerchief, a scarf or any available cloth over the face to cover the nostrils and mouth to prevent suffocation from the wind and snow. This also affords some protection from freezing face and ears.

School Precautions

25. Today practically all schools have some connection with a warning source so that in severe weather emergencies the pupils may be sent safely to their homes before the bad weather strikes. However, in the case of a sudden tornado, it may be necessary for teachers and administrators to protect pupils from injury or death.

26. By using a prearranged system (which should be practiced occasionally, the same as

Blizzards may occur after beautiful, out-of-season, spring-like weather. They bring high winds, extreme cold and a fine, hard-driven snow.



a fire drill) all of the children can be taken to a safe shelter. In parts of the country where tornadoes are prevalent, there are cyclone cellars especially built and equipped for this purpose.

ICE, SNOW, RAIN

Ice

27. Pedestrians must be extremely careful not to slip and fall from icy curbs when they are approaching a street crossing. Oncoming traffic may not be able to make an emergency stop.

28. While waiting for a bus, don't step off the curb and into the street until the bus stops; it may skid into the curb and crush anyone standing off the curb.

29. Be careful on icy steps. If there is a railing, always use it.

30. When walking on ice covered streets or sidewalks, take short steps and lean forward in a slight crouch. The center of gravity is low in this position, and the muscles are ready to respond to any need.

31. Icicles hanging from cornices or eaves are potential daggers of death. They should be knocked down with a long pole.

Snow

32. Don't walk on top of snowbanks close to streets or highways. Anyone doing so may slip and roll into the path of a car.

33. In order to avoid being strained, don't push too hard when helping to push a car that is stuck in the snow. And be sure of your footing so you don't slip and fall under the fast-spinning wheels of the car.

34. Always clean snow or ice off stairs and walks. If they can't be swept or shoveled clean, use salt, ashes, cinders or sand.

35. Don't leave the shovel or other tools where people can trip over them; they may be injured.

Carrying an umbrella at half-mast, so you cannot see to the front or sides, is extremely hazardous as you cannot see where you are going nor can you see approaching dangers from any side or the front.

Snowballing

36. Don't throw snowballs at passing cars. The driver may be hit and lose control of the car and injure himself or others.

37. Don't throw snowballs at other pedestrians. They are not expecting it and will not think to protect themselves.

38. Persons having a snowball fight must be sure to select a place where others who are not in the fight cannot be hit by stray snowballs.

39. Snowball fights on school playgrounds are not a good idea unless the playground is large enough so that children not in the fight, or those who are too young to protect themselves, have room to get out of the way of the fight.

40. Don't make or throw snowballs that are icy or too hard. Being hit by one can cause critical injuries, such as loss of an eye.

41. No one should ever throw any kind of snowball at anyone's face or head.

Sledding

42. First of all, sledding must be done in a safe place. There should be no trees, rocks or fences in the path; and the sledding area must contain no streets or highways open to vehicle traffic of any kind.

43. When possible avoid coasting on sidewalks. Sledding on sidewalks often challenges pedestrian's rights to safe walking.

44. Always wait until others are out of the way before starting down a slide.

45. Never hitch sleds onto any vehicle.

Rain

46. Remember that visibility, particularly at night, is very poor for those driving cars in the rain.

47. Rain causes skidding and makes longer stopping distances for moving vehicles. Do not cross a street in the rain (or any other time) until you are sure you can be seen by those driving cars. And be sure that there is plenty of time to cross.

48. Don't depend too much on traffic signals in rainy weather.

49. In the rain one must carry an umbrella *over* his head, *not* in front of the face. Such "radar" navigation is dangerous to the one under the umbrella and to other pedestrians. Two such blind navigators coming from opposite directions will more than likely collide. Crossing the street with the head bent and an open umbrella in front of the face invites being hit by a car.

50. In a crowd, or getting on and off a streetcar or bus, be careful with the umbrella points. They are a dangerous threat to other people's eyes.

51. Umbrellas left open to dry should be placed where the water dripping from them will not cause a slipping hazard.

Closed Umbrellas

52. Umbrellas can be dangerous even when they are closed. No one should engage in any kind of horseplay with them. Using them for swords or tripping people with the handle could cause the loss of an eye or other serious injury.

Sources

53. Autumn Hazards. *The Travelers Standard.* Vol. 32. No. 7. p. 121 f.

54. Disaster. Washington, D. C.: American National Red Cross. September, 1948. p. 12—and March, 1949. p. 3.

55. Preparation for Flood Control. Industrial Safety Bulletin No. 1. Chicago, Ill.: National Safety Council.

56. Snow and Ice. Home Safety Guide No. 4. Safety Instruction Card. Chicago, Ill.: National Safety Council.

57. Steam Railroad Safety. Monthly News Letter. Steam Railroad Section. Chicago, Ill.: National Safety Council.

Other Safety Education Data Sheets now available are: (1) Bicycles; (2) Matches; (3) Firearms; (4) Toys and Play Equipment; (5) Falls; (6) Cutting Implements; (7) Lifting, Carrying and Lowering; (8) Poisonous Plants; (9) Electric Equipment; (10) Pedestrian Safety; (11) School Buses; (12) Flammable Liquids in the Home; (13) Passenger Safety in Public Carriers; (14) Chemicals; (15) Hand Tools; (16) Non-electric Household Equipment; (17) Sidewalk Vehicles; (18) Camping; (19) Alcohol and Traffic Accidents; (20) Cooking and Illuminating Gas; (21) Solid and Liquid Poisons; (22) Safety in the Gymnasium; (23) Laboratory Glassware; (24) Places of Public Assembly; (25) Fireworks and Blasting Caps; (26) Domestic Animals; (27) Swimming; (28) Small Craft; (29) Play Areas; (30) Winter Driving; (31) Night Driving; (32) Winter Sports; (33) Traffic Control Devices; (34) Safe Conduct in Electrical Storms; (35) Poisonous Reptiles; (36) Motor-driven Cycles; (37) Animals in the Classroom; (38) Railroad Trespassing.

Data sheets from Safety Education are available for small fee from the National Safety Council, 20 N. Wacker Drive, Chicago 6, Ill.

LANGUAGE ARTS AND SAFETY

by ANGELINE H. MURPHY

THE experience that I consider the most effective last year in the language arts area was our study on safety. This activity sprang directly from a functional situation.

The sixth grade was confronted with a major safety problem. It was their duty to see that first graders learned the safe ways to and from school, used care at intersections and became acquainted with the corner policeman. After a survey of the neighborhood for danger points, we elected a safety committee to walk with first grade children at noon and at afternoon dismissal to guide them and teach them the safest way to walk.

In the meantime the entire group prepared a list of numerous rules for all of us to remember. These pertained to safety in walking, riding a bicycle, at home and at school. A list that important must be well written and in good form. Several of the most accurate lists were chosen and posted on our safety bulletin board.

After several weeks of helping the first grade pupils, one member of our group suggested that after all this time surely the first graders could walk unaided. That idea was generally accepted as fact.

Several days later one member of our group came to school very perturbed and reported in group discussion that he had seen several first graders, other grade members and even some teachers doing the very things we had been pointing out as unsafe. One member suggested that *writing* rules and *telling* people evidently wasn't enough. Still another volunteered that he thought something should be done immediately—something to awaken these people to the dangers of carelessness.

We asked for posters on safety, a play with live characters, regular bulletins, etc. We finally decided to produce the play using puppets as characters. We wrote to the National Safety Council for help.

The material was received after two weeks* of impatience on our part. In the meantime, our local safety officer had shown a safety picture to all grades. As a result most rooms organized a 1,2,3 Safety Club which was sponsored by the student council.

The ground was now fertile. We had our materials from the National Safety Council, safety clubs organized in our school, and an idea in our heads.

We formed committees. Each committee was responsible for the idea and dialogue of one scene of our play. Each scene or idea was brought before the whole group during the writing process for criticism.

These sessions were grand for mechanics—punctuation, spelling, verb usage, sentence structure, contractions, kinds of sentences, etc. We spent weeks on our play, because many a writing session had to be interrupted for explanation of language skills.

The play finally complete, we dressed our puppets. The puppets were characters made from large cardboard boxes, each puppet being about four feet tall, dressed in regular clothing.

The play was entitled "Safety Sam" and was presented to each grade, the children walking the puppets across the stage and talking for them. Some of the most timid members had an opportunity to play Careless Clem, Dashing Dan, Silly Sue.

Now came the test. Did the safety play really help? We are still watching to see—some members of our group are sure it did; others think not. As a whole group, we have decided it was fun, and we sixth graders certainly profited by the project.

From a teacher's point of view, I can name many rich and varied experiences in the program springing from this activity.

In oral expression: individual expression of ideas, reporting, announcing, dramatics, vocal planning, or group expression and correct word usage.

In written expression: punctuation, spelling, sentence structure, word usage, letter writing, organization of ideas, contraction, play writing, kinds of sentences and a growing awareness of correct speech.

*It takes just about a minimum of two weeks for the Council to get materials back to persons requesting such materials.—Editor

MISS MURPHY is sixth grade teacher at McDaniel school, Springfield, Mo.

Deaths

The estimated 1948 death toll—35,000—from home accidents represents an increase of 1½ per cent over the 1947 toll. Although this is the largest on record, except for 1936, progress in home accident prevention has been made.

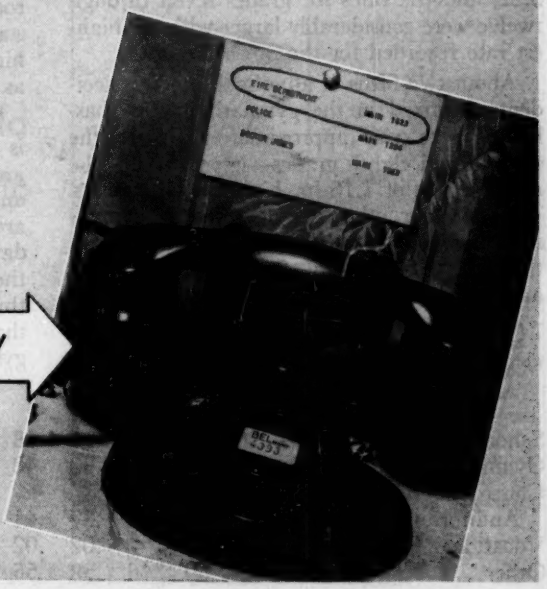
Home!

Injuries

Nonfatal home injuries are estimated to have disabled 5,250,000 persons, an average of one out of 28. These disabilities ranged from relatively minor injuries, causing only one day of disability, to injuries so severe as to be permanently and totally disabling.

POISONING—1,450 DEAD

FALLS—
18,200 DEAD



IN CASE OF EMERGENCY

HER—9,350 DEAD

Let's look at the accident rates throughout school.

COUNTING THE COST

by JENNIE SPADAFORA

AGAIN last year, approximately half of the school jurisdiction accidents occurred in the school building, two-fifths on school grounds and the remaining one-tenth on the way to and from school.

School systems with an average monthly enrollment of 765,000 students reported 9,323 school jurisdiction accidents for the nine school months between April, 1948, through March, 1949. Accidents included are those requiring a doctor's attention or causing absence of one-half day or more.

The average injury rate for all grades was 7.4 per 100,000 student-days. The rates for kindergarten and grades one through five were well below this rate, but the rates for grades seven through twelve were moderately larger. The rate for the sixth grade was about the same as the average.

The trend of injury rates for school building accidents was about the same as that for all school jurisdiction accidents. For kindergarten and grades one through six, the rates were substantially below the all-grade rate of 3.22, and the rates for grades seven through twelve were considerably larger with the highest rate recorded for the ninth grade.

About two-fifths of all school building accidents occurred in the gymnasium. The basketball rate was approximately 0.5 in the seventh and eighth grades—less than half the average rate of 1.16 for high school students. The rates for other activities in the gymnasium were moderately high in the fourth through sixth grades—from 0.40 to 0.92; and much greater in the seventh through twelfth grades—from 1.47 to 2.06. The gymnasium rates for children in the first, second and third grades were extremely low as would be expected since younger children spend less time in the gymnasium and are not exposed to such hazardous activities as older children.

The accident rate for classrooms and auditorium varied from 0.35 in the second and tenth grades to 0.90 in the seventh grade. The ninth grade rate, 0.69, was the second largest and the kindergarten rate, 0.64, was third.

Since shop courses are not usually introduced into the curriculum before the junior high school level, the accident rate in each grade below the seventh was less than 0.06. The largest rates were recorded for the ninth through eleventh grades, from 1.00 to 1.32, followed by 0.72 in the twelfth, 0.63 in the seventh and 0.51 in the eighth grade.

Rates for other school building accidents—occurring in laboratories and domestic science rooms, swimming pools and showers, dressing rooms, wash rooms and lockers, corridors, stairs and stairways—were more than twice as high in each grade from the seventh to twelfth as in any grade from kindergarten to sixth.

In interpreting the accompanying table it is well to keep in mind the fact that students are exposed to accidents in different locations and activities for varying length of time. They are in classrooms considerably longer each day than in the gymnasium. The fact that the gymnasium rates for students in the fourth through twelfth grades are higher, then, shows that additional emphasis should be placed on gymnasium safety at those grade levels.

MISS SPADAFORA is a member of the statistical division of the National Safety Council.

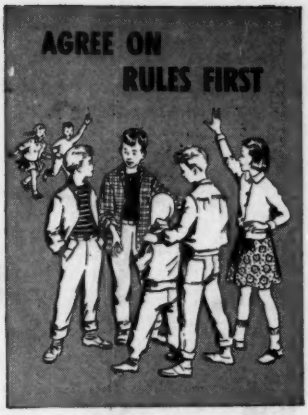
	Kgn	1	2	3	4	5	6	7	8	9	10	11	12
School Bldg.	.96	1.06	94	1.26	1.48	1.91	2.34	5.49	5.73	6.68	6.38	5.78	5.59
Gymnasium	.01	.08	.13	.30	.48	.69	1.06	1.89	2.62	2.81	3.02	2.70	2.95
Classroom and Auditorium	.64	.37	.35	.37	.41	.44	.48	.90	.57	.69	.35	.48	.38
Vocational Shops	—	.01	—	.02	.02	.03	.05	.63	.51	1.32	1.21	1.00	.72
Other	.31	.60	.46	.58	.56	.75	.77	2.08	2.02	1.86	1.80	1.58	1.53

November, 1949

Lower Elementary Safety Lesson Unit

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 6, ILL.

Teaching language arts, social studies, physical education and safety



Sketch S8712A

Agree on Rules First

PLAY SAFETY

To Talk About

1. Do you think that games should have rules?
2. Is it fair to break rules in a game?
3. Does a good sport stick to the rules?
4. In your games, do you agree on rules before you play?

Things to Remember (Tell Why)

Copy and—
Fill in proper words.

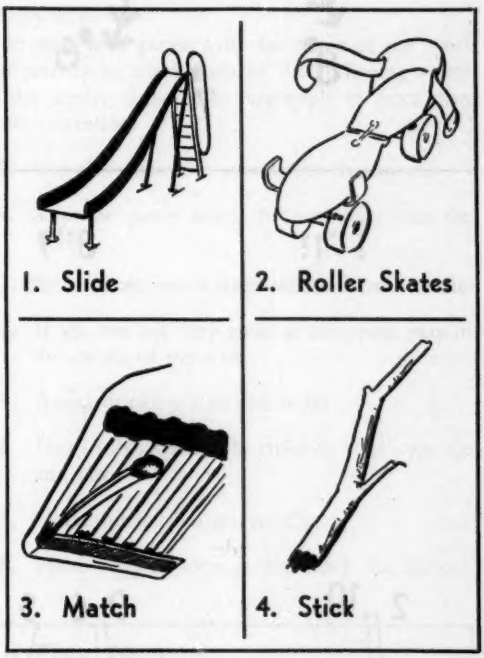
1. A  is not for  or toys.

2. Wet  should not play with electric toys.

3. It is unfair to push ahead of other  .

Which Are Safe For Play? Why?

Copy and—
Write correct answers.



Answers to "Things to Remember—Why?"—1. If one runs with things in his mouth, he may be seriously hurt if he should fall. Putting things in one's mouth is also unsanitary. **2.** Anything electric should not be touched with wet hands, or a person may receive a serious shock. **3.** Pushing ahead is not only unfair; it is unsafe.

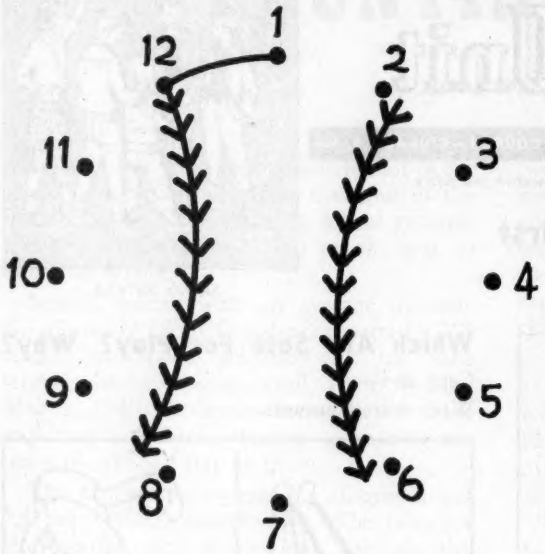
Answers to "Play Safety Test"—A. street; **B.** look; **A.** one; **B.** stand; **C.** away.

Prepared under the direction of Helen Halter Long, principal, Chatsworth school, Larchmont, N. Y.
1 to 9 copies of this unit, 5 cents each. Lower prices for larger quantities. (Printed in U.S.A.)

Play Safety Test

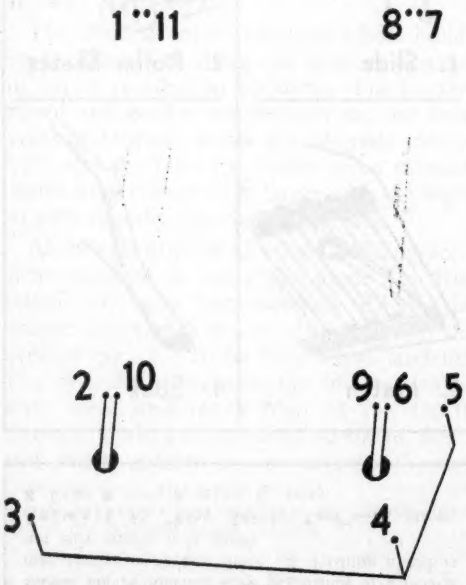
Copy and—

Complete each picture by drawing a line from the dot numbered 1, through the dot numbered 2, etc., and complete the sentences.



A. Play ball in a clean yard. Do not play in the _____.

B. _____ both ways before you go into the street for your ball.



A. Only _____ person should swing at a time.

B. Don't _____ or kneel on a swing.

C. Stay _____ from moving swings.

Answers to "Which Are Safe for Play—Why?"— **1.** Slide—if it is used safely—that is, if children don't crowd, and if children remember to slide down feet first. **2.** Roller skates are safe if used correctly—on sidewalks, not in the street; also if they are picked up and not left lying around where others may fall over them. **3.** Matches are not safe—children have been burned through foolish play with matches. **4.** Sticks, sharp sticks especially, are not safe because an eye may be hurt.

November, 1949

Upper Elementary Safety Lesson Unit

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 6, ILL.

Teaching language arts, social studies, physical education and safety

Sketch S8712A

Agree on Rules First

PLAY SAFETY

To Talk About

1. Would it be better if there were no rules in games?
2. Does a good sport obey the rules even when no one is watching him?
3. Why should children agree on rules *before* they start to play?
4. Is it right to enter the game of others without asking?
5. Are pushing and scuffling as much fun as a game? Why are they more dangerous? How can you stop pushing and scuffling?
6. What is your favorite Saturday game? What are its rules? Do you and your friends hold to the rules?

Which Sport Is It?

Copy and—
On your own paper write the name of the sport or activity to which each of the following safety rules apply. Some rules may apply to more than one recreation.

1. Use sidewalks, not streets, for this sport.
2. Stop the game when the ball rolls into the street.
3. Never coast into a street where there is traffic.
4. If you are not very good at this sport, stay in the center of the rink.
5. Avoid drinking untested water.
6. Play in this sport with children your own age and size.
7. Never hitch rides on vehicles.
8. Move away as soon as you reach the bottom.

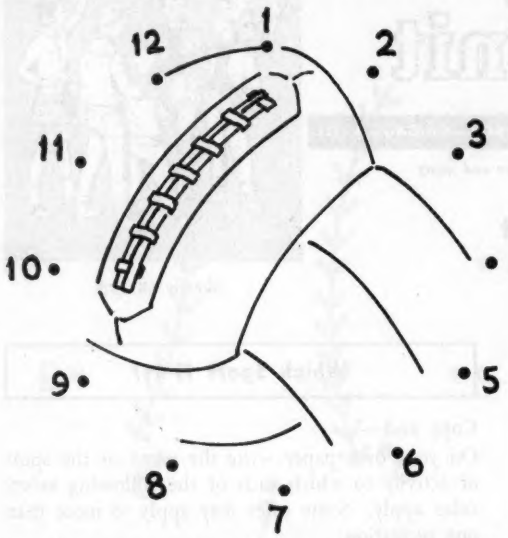
Tell Why Each Is a Play Hazard

Prepared under the direction of Helen Halter Long, principal, Chatsworth school, Larchmont, N. Y.
1 to 9 copies of this unit, 5 cents each. Lower prices for larger quantities. (Printed in U.S.A.)

Play Safety Test

Copy and—

Complete the pictures by drawing lines from the dot numbered 1 through the dot numbered 2, etc., and read the safety rules with each picture, crossing out the incorrect word or words. Talk about the reasons for your answers.



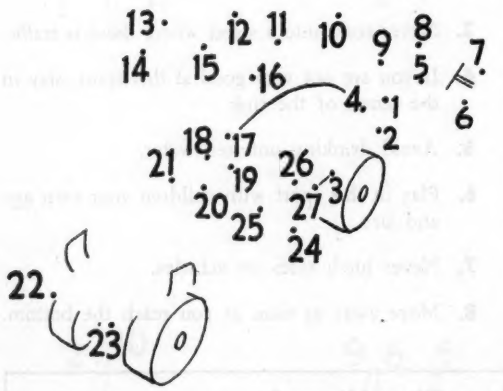
I. A. Never play in a (street, playground).

B. (Run, walk) after a ball when it rolls into the street, after making sure the road is clear of traffic.

C. Always use (safety equipment, defective equipment) when you play soccer, touch-ball or football.

D. When you hear the whistle, (go on playing for one minute, stop immediately).

E. In soccer, hockey and basketball, keep body contact (rough, fair).



II. A. Keep skates (loose, fastened).

B. Never hold onto (cars, other children).

C. When not using skates, put them where (you will need them next time, they won't be tripped over).

D. When crossing heavily-traveled streets, (dash across, remove skates and walk).

Answers to "Which Sport Is It?"—1. Roller skating; **2.** Baseball, soccer—in fact, any kind of ball game should be stopped to discourage players from hurrying after the ball and perhaps being hit; **3.** Coasting on a sled, wagon, bicycle or scooter; **4.** Ice skating, roller skating; **5.** Hiking, going on a picnic; **6.** Almost all games—particularly any form of football, boxing; **7.** With a sled, wagon, roller skates; **8.** Coasting, using a slide.

Answers to "Tell Why Each Is a Play Hazard"—1. Someone might fall on the glass and be severely hurt; **2.** Players must be careful not to run into the wall when they are playing; **3.** Players must remember that many children are killed each year because they play in the street or dash into the street after a ball in a game. Remember that the average driver in a car going 20 miles per hour on a dry street needs 43 feet in which to stop, with good brakes.

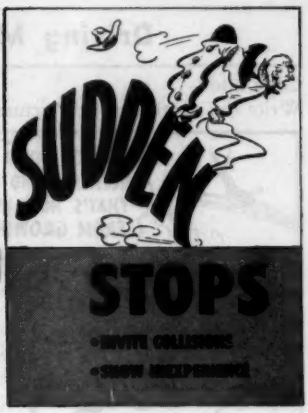
Answers to "Play Safety Test"—I. A. street; **B.** walk; **C.** safety equipment; **D.** stop immediately; **E.** fair. **II. A.** fastened; **B.** cars; **C.** they won't be tripped over; **D.** remove skates and walk.

Junior High Safety Lesson Unit

November, 1949

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 6, ILL.

For use in English, social studies and homeroom



Sketch S8713A

Sudden Stops
- **Invite Collisions**
- **Show Inexperience**

DRIVING

Probably every member of your class intends to learn to drive a car. Even before you have reached the legal age of driving, many of you will have learned certain basic driving information. Perhaps you have begun to notice the differences between good and bad drivers. A good driver anticipates what will happen ahead. When he anticipates a stop ahead, he begins to slow down in advance. A poor driver is likely to wait until the last minute and then jam on the brakes! You can imagine which driver will have to have his brakes repaired the sooner. But more important is the fact that a sudden stop may result in a collision. Can you think of other differences between good and poor drivers? You might list such differences on the blackboard or bulletin board with illustrations.

Perhaps you would like to take the following driver test to see how much basic information you now possess.

Future Drivers' Quiz

Copy and—
Mark *true* or *false*, or select the letter of the correct answer. Discuss the reasons for your answers.

_____**1.** The hand signal for a right turn may also be used when leaving the right-hand curb after parking.

_____**2.** A flashing yellow traffic light means the same as a caution sign.

_____**3.** The speed of a car should be slackened before starting around a curve.

_____**4.** The engine of an automobile generates a poisonous gas called (a) carbon tetrachloride, (b) laughing gas, (c) gastritis, (d) carbon monoxide.

_____**5.** In preparing to descend a very steep hill (a) the clutch should be depressed and the ignition shut off, (b) the car should be thrown out of gear, (c) the brakes should be applied firmly, (d) the car should be put in second gear.

_____**6.** The hand signal for a right turn is to extend the left arm upward.

_____**7.** It is dangerous to start the motor of an automobile in the garage with the garage windows and doors closed.

_____**8.** It is possible to park in a much smaller space by backing in than by going in forward.

_____**9.** A motor vehicle may be driven through a safety zone when no streetcar is loading.

_____**10.** Sudden stops (a) indicate ability to handle a car safely, (b) cause the carburetor to flood, (c) are a good way of making sure that the brakes are always in topnotch condition, (d) may cause rear-end collisions.

_____**11.** If the windows of a car fog in cold weather, it is advisable to keep them closed until they are clear.

_____**12.** According to the Uniform Vehicle code, it is unlawful to park within how many feet of a fire hydrant—(a) five, (b) ten, (c) fifteen, (d) twenty.

Prepared under the direction of Forrest E. Long, chairman of the department of secondary education, New York University, New York, N. Y., and Helen Halter Long, principal, Chatsworth School, Larchmont, N. Y. 1 to 9 copies of this unit, 5 cents each. Lower prices for larger quantities. (Printed in U.S.A.)

Driving Mistakes You Will Want to Avoid*

Copy and—
Write the number of the picture before the driving rule it illustrates.

_____**A.** Be prepared to stop quickly at railroad crossings. Look carefully.

_____**B.** Govern your speed according to conditions of the road, weather, traffic and car.

_____**C.** Enter and leave your car on the curb side.

_____**D.** Signs are life savers. Heed them.

_____**E.** Test your brakes frequently. Be sure they are in good working order.

_____**F.** Before pulling out from the curb, look for vehicles in all directions.

**Art ideas suggested by booklet, "You Can't Laugh It Off," published by the safety engineering department of Employers Mutuals of Wausau (Wisc.).*

Answers to "Future Drivers' Quiz"—1. False. When leaving the curb, the left turn signal should be given; **2.** True; **3.** True. After the curve is reached, a sideslip may make it difficult to use the brakes safely; **4.** d; **5.** d; **6.** True; **7.** True. Carbon monoxide accumulates quickly in dangerous quantities in a closed garage; **8.** True; **9.** False. The Uniform Vehicle code states that no vehicle shall *at any time* be driven through or within a safety zone; **10.** d; **11.** False. The windows fog when the temperature inside the car is warmer than outside. The windows should be opened until they clear; **12.** c.

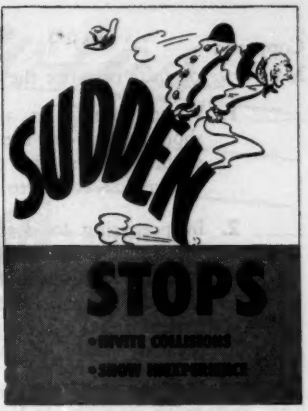
Answers to "Driving Mistakes"—A. 6; **B.** 1; **C.** 5; **D.** 2; **E.** 4; **F.** 3.

Senior High Safety Lesson Unit

November, 1949

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 6, ILL.

For use in English, American History, American problems, guidance and homeroom



Sketch S8713A

Sudden Stops
- **Invite Collisions**
- **Show Inexperience**

DRIVING

Questions for Investigation and Discussion

1. Dr. Claire L. Straith, Detroit plastic surgeon, has stated that he believes that the auto death seat is beside the driver. He based his conclusion on the fact that in one month's auto injuries in Detroit, 372 passengers were hurt. Of these, 70 per cent had been in the front seat beside the driver. Do you see reasons why this seat in an automobile is dangerous?

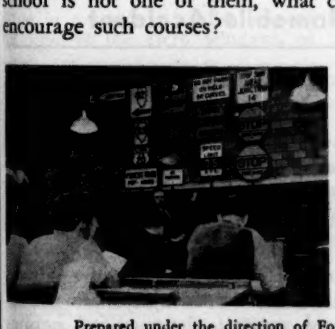
2. Delaware has a complete driving program in all of its public high schools. Under Delaware law, students completing driving courses satisfactorily may obtain a driver's license by presenting the certificate issued by the school to the State Motor Vehicle department and passing an eyesight test. Do you think that such a program should be in effect in every state?

3. There are approximately 2,500 high schools now offering complete driving courses, including both classroom and road training. If your high school is not one of them, what can you do to encourage such courses?

4. Is it scientifically true that a few drinks do not impair driving skill?

5. How do you explain the fact that young men and women in many states have such poor driving records that many insurance companies charge extra premiums if there is anyone under 25 in the household who drives the car? What driving habits of young people do you think could be improved?

6. Since it is true that night driving is far more hazardous than driving during the day, what extra precautions would you suggest?



High school classroom instruction in traffic safety in Chicago, Ill.

Answers to "Questions for Investigation and Discussion"—

1. Dr. Straith mentions knobs, cranks, sharp ledges and drop-down ash receivers as being particularly dangerous to the person sitting next to the driver. Windshields cause many injuries also. 2. Your opinion. 3. Ask your teacher or principal. Talk to your parents. Speak to local safety groups. Write to the American Automobile Association; Association of Casualty and Surety Companies, Accident Prevention department; National Commission on Safety Education, National Education Association; and the National Safety Council to secure details. 4. Absolutely not true. According to the National Safety Council, driving skill may be affected even before a man is consciously under the influence of alcohol. He may experience a feeling of careless well-being and mistakenly think he is driving better than usual. The average driver with a concentration of .15 per cent alcohol in his blood (six to seven ounces of whiskey or six or seven bottles of beer in an average person) is 55 times more likely to be involved in an accident than drivers with no alcohol. 5. Although youths have quick reaction responses, many do not use their skill and alertness but, instead, use poor judgment about speed, sudden stops, attention to the road. 6. Be sure the headlights and reflectors are clean because clean lenses and reflectors may increase the light output from 40 to 130 per cent over the output of unclean lenses and reflectors. Depress headlights at least 1000 feet before meeting another car even though the other driver fails to do so. Depress headlights also when behind a car. Remember that after looking into approaching headlights at 40 miles per hour, you may travel 200 feet before you can see clearly; therefore reduce speed accordingly. Keep speeds low enough to stop within headlight vision. Don't drive when fatigued. Stopping on highways at night should be avoided because the car may be hit.

Prepared under the direction of Forrest E. Long, chairman of the department of secondary education, New York University, New York, N. Y., and Helen Halter Long, principal, Chatsworth School, Larchmont, N. Y. 1 to 9 copies of this unit, 5 cents each. Lower prices for larger quantities. (Printed in U.S.A.)

"Paper" Driving Test

Copy and—
Mark *true* or *false* or write the letter of the phrase that makes the statement true.

_____ **1.** When coming to a stop, the driver should step on the brake first and should depress the clutch just before the vehicle comes to rest.

_____ **2.** In preparing to descend a very steep hill (a) the clutch should be depressed and the ignition shut off, (b) the car should be thrown out of gear, (c) the brakes should be applied firmly, (d) the car should be put in second gear.

_____ **3.** If a car stalls on a railroad track and won't start, a good way to move it to safety is to put the car in low gear and keep one's foot on the starter.

_____ **4.** To avoid skidding on a slippery pavement it is advisable to (a) play the steering wheel slightly from side to side, (b) drive at a moderate rate of speed, (c) keep one's foot on the brake pedal, (d) drive with the choke out.

_____ **5.** It is advisable to have brakes adjusted so that when they are applied the car will tend to pull to the right.

_____ **6.** A motor vehicle may be driven through a safety zone only when no streetcar is loading.

_____ **7.** The hand signal for a right turn is to extend the left arm upward.

_____ **8.** The engine of an automobile generates a poisonous gas called (a) carbon tetrachloride, (b) laughing gas, (c) gastritis, (d) carbon monoxide.

_____ **9.** To recover from a skid, the front wheels of a car should be turned in the direction of the skid, i.e., the direction in which the rear of the car is slipping.

_____ **10.** It is possible to park in a much smaller space by backing in than by going in forward.

_____ **11.** According to the Uniform Vehicle code, it is unlawful to park within how many feet of a fire hydrant—(a) five, (b) ten, (c) fifteen, (d) twenty.

_____ **12.** Sudden stops (a) indicate ability to handle a car safely, (b) cause the carburetor to flood, (c) are a good way of making sure that the brakes are always in topnotch condition, (d) may cause rear-end collisions.

_____ **13.** A flashing red light in a traffic signal at an intersection indicates to a motorist that he must come to a full stop and then proceed as he would at a stop sign.

_____ **14.** Riding the clutch or resting one's foot on it while driving is bad because it (a) gets the driver's feet out of correct position for quick stopping, (b) tends to cause falling arches, (c) causes wear on the clutch facing, (d) indicates real security.

_____ **15.** The speed of a car should be slackened before starting around a curve.

Answers to "Paper" Driving Test"—1. True. The motor drag helps the braking action and decreases the danger of skidding. **2.** d. **3.** True. Battery power is sufficient to move the car far enough to clear several sets of tracks. **4.** b. **5.** False. Brakes should be adjusted so that when they are applied the car will continue in a straight line until it stops. **6.** False. The Uniform code states that no vehicle shall *at any time* be driven through or within the safety zone. **7.** True. **8.** d. **9.** True. Turning the front wheels in the direction of the skid tends to straighten the car out. **10.** True. Backing into a parking space is easier. **11.** c. **12.** d. **13.** True. A flashing red light calls for a full stop; then proceed as at a stop sign. **14.** c. **15.** True. After the curve is reached, a sideslip makes it difficult to use the brakes safely.

Things to Remember in Case of an Automobile Accident

1. Notify the police department of the accident giving them the essential information to insure quick investigation of the accident.

2. Make out a complete accident report to present to the proper authorities giving necessary information about the accident.

3. The names, addresses and telephone numbers of witnesses to the accident should be obtained immediately, and included in the accident report.

4. A complete diagram of the accident scene should be drawn, showing the point of impact, and should also be included in the report.

5. The license number of the other vehicle or vehicles in the accident, the name and other information concerning the owner and a description of the vehicles involved in the accident should be written and included in the total report.

6. Call for a doctor in the event that any party of the accident has sustained an injury. Do not administer first aid yourself—let qualified persons handle the treatment of the victims of the accident.

Safety Notes

COMMUNITY CO-OPERATION

Vincennes, Ind.—Even one child interested in safety can get the co-operation and interest of his community. Max Merritt, of Vincennes, Ind., asked for and got space to display his miniature cars and bulletins on accidents.

Last year Max Merritt approached a local insurance agency for space in their street-floor window — a site where he could show his miniature cars in an arrangement of his own choosing. He was strictly on his own. The display turned out to be a safety theme planned around his toy cars—proving to be a big attraction to the children of the city. The insurance company was pleased, and Max learned a lesson in window decoration.

This is the safety exhibit erected by Max Merritt in one of the store windows of his community.

ANNOUNCEMENTS

Raleigh, N. C.—Edward W. Ruggles, director of North Carolina State College of Agriculture and Engineering, announces that on August 8 the school began the first of eight six-weeks' courses in driver training. The course will include theoretical aspects of safe driving and behind-the-wheel training.

New York, N. Y.—The Association of Casualty and Surety Companies, relative to its second annual "High School Driver Award Program," announced the winners of the awards. A board of leading educators and safety specialists selected 17 states as the winners for outstanding achievement in the advancement of safe driver education in their high schools. The states are: Arizona, California, Connecticut, Delaware, Illinois, Indiana, Massachusetts, Michigan, Minnesota, New Jersey, North Dakota, Oklahoma, South Carolina, Texas, Washington, West Virginia and Wisconsin.

In the 43 states which participated in the program, official reports show that 6,191 high schools offered courses in safe driving during the 1948-49 school year. The number of students enrolled in the courses was 481,723. These figures represent an increase of 44 and 45 per cent, respectively, over the 1947-48 school year.

Teacher training figures for those who will instruct driver education courses are also impressive and are available for the first time since such training was inaugurated. In the past year a total of 5,744 teachers received special training. This number is divided into two groups: 2,633 who attended 210 institutions specializing in this type of training and took a short but intense course; and 3,111 trained in 92 college credit courses.

Ned H. Dearborn, president of the National Safety Council and chairman of the board of judges, explained the three classes of awards presented as follows:

Superior Award was given to the states which, during the preceding school year, maintained a full course in driver education in at least 50 per cent of their schools, as well as an enrollment of no less than 50 per cent of eligible students. Arizona, California, Illinois, Massachusetts, New Jersey, North Dakota and Wisconsin won this award.

Meritorious Award, for which the conditions are 25 per cent instead of 50 per cent, was won by Connecticut, Indiana, Michigan,

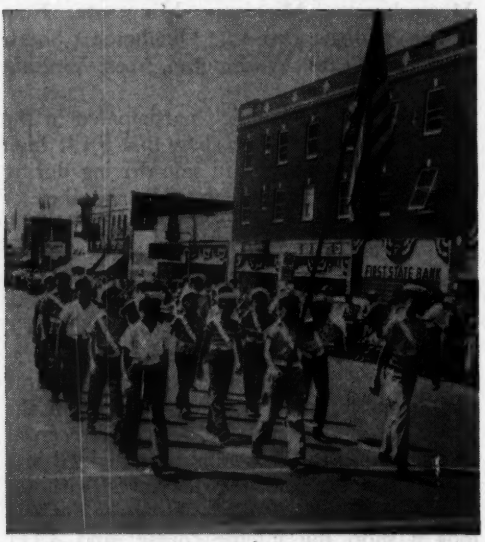
Minnesota, Oklahoma, South Carolina, Texas, Washington and West Virginia.

Special Award was won by Delaware for having a record of safe driving courses in *all* its high schools; but because of limited facilities, student enrollment was only 13 per cent.

The awards are bronze plaques which are presented to the governors of the winning states at suitable ceremonies. In addition, a large photograph of the award is sent to participating high schools in winning states.

ODESSA'S 400

Odessa, Tex.—Sgt. H. L. Rich, accident prevention officer for the Odessa police department, reports that from January, 1949, to the end of the school year he has enrolled more than 400 students in the school safety patrol. This number is divided into sections, such as traffic, bus, bicycle and scooter patrols.



The boys and girls deserve a lot of credit for their constant efforts to make Odessa a safe place to live; and Sgt. Rich says that they have done a great job of helping to prevent accidents.

SAFETY IS LEGION

Indianapolis, Ind.—The American Legion, which has for 30 years stressed the protection of children, gave its full support, on a national level, to the National Safety Council's Operation Safety program for the month of September. The theme for September was "Child Safety" and the slogan was "Protect Our Child Life."

Since the Legion adopted the program on a national level, the move to take special care to protect children in the month when they return to school, or go to school for the first time in their lives, received wide dissemination. *The American Legion Magazine,* which reaches some 3½ million Legionnaires, publicized the campaign and urged all Legion members to get behind the program. In addition, the decision of the national headquarters was conveyed to all state headquarters and, ultimately, individual posts. Results so far reported have been most encouraging.

"JUDGE" O'BRIEN SAYS

Chicago, Ill.—In a recent statement made exclusively for SAFETY EDUCATION, Margaret O'Brien, young Metro-Goldwyn-Mayer star, said: "My congratulations to Roy Rogers! I think his award of a beautiful silver trophy to the grade school with the best traffic safety record is a wonderful idea. Any school can well be proud to own such a prize. Winning it means that all the pupils and teachers of that school have done all they can during the year to protect themselves from being killed or injured by automobiles and other motor vehicles. And with so many traffic accidents today, every pupil in all our schools should try to help win the trophy for his school. This will show that all the students are remembering to be safe. I am very happy to serve on the committee of judges for such an important cause."

THANKS

Nashville, Tenn.—The Tennessee Safety Council and Congress of Parents and Teachers are grateful to the Tennessee State Department of Education (and especially to commissioner J. M. Smith and his executive assistant, Harry Carter, for their backing and co-operation) for ordering and distributing 22,000 copies of the September issue of *Tennessee Safety News.*

The September edition was devoted entirely to child safety and, thus, was of considerable value to the 22,000 Tennessee teachers who co-operated with 1,300 local P-TA units in the child safety program. A sufficient number of copies was distributed by the Department of Education to furnish a copy to each of the 95 county school superintendents, all city school superintendents and to every teacher in the state.

SAFETY PATROLS MEAN "BETTER PROTECTION"

HOW?—With school safety patrols that are well organized—well trained—and properly equipped.

Safety patrols will do a better job when outfitted with Graubard equipment—that is approved by leading safety organizations throughout the United States.

METAL PATROL BADGES
Lend official importance to patrol workers. Officers' badges have gold color finish—members', nickel finish. Come complete with pin clasp.

SAM BROWNE BELTS
White or yellow plastic, also white web. Both completely adjustable. Rust proof metal hardware.

ALUMINUM ARM BANDS
Colorful red and silver finish. Furnished complete with leather strap.

We can also supply: overseas caps, patrol buttons, felt emblems, caution flags, rainwear, armbands, rubber footwear, winter wear, and the "Corporal Digby" safety sentinel.

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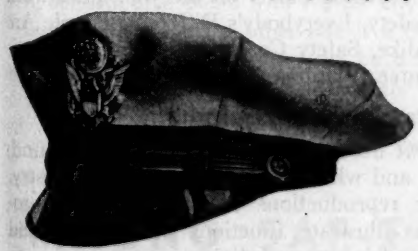
RUBBER RAINCOATS
All rubber in yellow, black and white. Completely vulcanized, absolutely waterproof. Suitable for winter and summer. Available with school, city or sponsoring club name on back.



GABARDINE CAPS
Snappy eight point style. Navy blue. Other colors on special order.

"America's Largest Safety Patrol Outfitters"

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Views AND REVIEWS

SAFETY TEACHING AIDS

VISUAL AIDS

Following is a list of currently available films on various phases of accident prevention, fire protection and first aid, prepared as a supplement to the National Directory of Safety Films. Those interested in securing these films may obtain further particulars regarding terms of loan, rent or sale from source listed after each.

Unless otherwise specified, the films listed are motion pictures.

1. Fire

Dead Out (20 min., 16 mm., sound, color). Shows danger of burning brush without proper precautions. A prosperous farmer fails to make sure that brush fire is "dead out" and loses everything.

Source: Motion Picture Service, U. S. Department of Agriculture, Washington 25, D. C.

Fire and How to Fight It (23 min., 16 mm., sound, color). Shows how various types of fire extinguishers are used. Recommended for concerns planning fire brigade training.

Source: Walter Kidde & Co., Inc., 675 Main St., Belleville 9, N. J.

Fire-Fog Tests (16 mm., 20 min., silent, black and white, loan). Scenes of various tests on flammable liquids.

Source: Automatic Sprinkler Corp. of America, Youngstown 1, Ohio.

Fire Room Precaution (35 mm., sound slide film).

Source: Film Preview, 1304 Hennepin Ave., Minneapolis, Minn.

Flame Facts (16 mm., 20 min., sound, color). How to combat three types of fires.

Source: Princeton Film Center, 55 Mountain Ave., Princeton, N. J.

We Make a Fire (16 mm., 10 min., black and white). Instructs children in principles of fire making.

Source: Films, Inc., 330 W. 42nd St., New York 18, N. Y.

Fighting Fire with Wetter Water (16 mm., 40 min., sound). Proper uses of different types of extinguishers and properties of extinguishing fluids other than water.

Source: Viking Automatic Sprinkler Co., 5520 N. Wolcott Ave., Chicago 40, Ill.

2. Flammable Liquids

Cause, Prevention and Extinguishment of Oil Fires (16 mm., 45 min., sound, black and white). Demonstrates conditions and materials that may lead to fires and most effective methods of extinguishment. Correct and incorrect use of several types of fire-fighting equipment.

Source: Ethyl Corp., 405 Lexington Ave., New York 17, N. Y.

Texas City Comes Back (16 mm., sound, black and white). Rebuilding a city after a disaster.

Obtainable from Communication Research Inc., 13 E. 37th St., New York 16, N. Y.

3. Industrial

Carelessness Costs You (16 mm., 14 min., sound, black and white). A forceful demonstration of the consequences of carelessness. Shows difficulty of finding a job after discharge for unsafe work habits.

Source: International Brotherhood of Electrical Workers of America, 1200 Fifteenth St., N. W., Washington 5, D. C.

Human Factors in Safety (Series of 6 sound slide films). Supplement to the Foremanship Series of 10 films. Each film deals with one aspect of the complex art of handling people. Titles: The Secret of Supervision, Teaching Safety on the Job, Teamwork for Safety, Everybody's Different, People Are All Alike, Safety Case Histories.

Source: National Safety Council.

4. Protective Equipment

Sight Security (16 mm., 28 min., sound, black and white). Eye protection in industry. Color reproductions of charts and photographs illustrate functions of the eye and effects of injury and disease.

Source: U. S. Dept. of Labor, Division of Labor Standards, Washington 25, D. C.

Respiratory Protection (16 mm., 13 min., sound, black and white). Designed to impress workers with importance of respirators. Describes air line, mechanical filter and pad and cartridge types.

Source: Castle Films, 445 Park Ave., New York 22, N. Y.

5. Material Handling

Modern Material Handling Methods (16 mm., sound, black and white). Shows right and wrong ways of breaking out of a box car and how industrial trucks should be used.

Source: Clark Equipment Co., Truck-tractor Div., Battle Creek, Mich.

Clark Modern Material Handling Methods (16 mm., sound, black and white). Use of industrial trucks as outlined by AF engineers during war.

Source: Clark Equipment Co., Truck-tractor Div., Battle Creek, Mich.

Material Handling Newsreel No. 1 (16 mm., sound, black and white). Industrial trucks in various industries, including railroad car building and on piers and docks.

Source: Clark Equipment Co., Truck-tractor Div., Battle Creek, Mich.

6. Tools

A B C of Hand Tools (Parts I and II) (16 mm., 43 min., color cartoon).

A Walt Disney series of animated cartoons illustrating care and use of hand tools.

Source: General Motors Corp., Detroit 2, Mich.

7. Special Industries—Lumbering

Falling Timber (16 mm., 22 min., color). Positive approach on the many safety factors in logging. Sponsored by Pacific Northwest Loggers Assn., Columbia Basin Loggers Assn., and British Columbia Loggers Assn.

Source: Rarig Motion Picture Co., 5514 University Way, Seattle, Wash.

8. Special Industries—Petroleum

Maintenance of Safety Equipment (16 mm., 10 min., silent, black and white). Demonstrates use of safety equipment in an oil refinery and safe maintenance procedure.

Source: Humble Oil & Refining Co., Houston 1, Tex.

9. Special Industries—Construction

Safety at Mohawk (35 mm., sound slide film, color).

Crane Signaling (16 mm., silent).

Source: A. O. Smith Corp., Milwaukee, Wis.

10. Special Industries—Mining

Blasting Safety in Mines (35 mm., slide film, silent, 51 frames). Discusses safe procedures in all types of blasting operations.

Source: National Safety Council.

Safe Haulage in Coal Mines (35 mm., slide film, 48 frames). Points out danger of coupling and uncoupling cars. Stresses necessity for close inspection of cars and constant vigilance when working near tracks.

Source: National Safety Council.

11. Traffic Safety

A Plea for Safe Driving (16 mm., 1 reel, silent or sound).

Source: Chrysler Corp., Plymouth Div., Detroit, Mich.

Everybody's Business (16 mm., 1 reel, sound).

Source: American Automobile Assn., Washington 6, D. C.

Heart to Heart (35 mm., 20 min., direct-sound, black and white). A theatrical motion picture showing excessive speed in living and driving as one of America's great curses.

Source: Theater of Life, 959 N. Seward St., Hollywood, Calif.

Human Mileage (16 mm., 10 min., black and white). Shows skidding distances and

Here's the National Safety Council's Answer

SCHOOL ADMINISTRATIVE SERVICE

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NATIONAL SAFETY COUNCIL
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other safety factors between one make of tire and all others. Produced by General Tire & Rubber Co.

Source: Wilding Picture Productions, Inc., 1345 Argyle St., Chicago 40, Ill.

Look, Listen and Live (16 mm., sound). Grade crossing hazards and ways of avoiding accidents at railroad crossings.

Source: Dunning Color Corp., 932 N. Labrea Ave., Hollywood 38, Calif.

Use and Abuse of Motor Cars (16 mm., sound, in 20 parts).

Source: Illinois Central Railroad, 135 E. 11th St., Chicago 5, Ill.

12. School Safety—General

Let's Stop and Go Safely (Elementary Safety Series) (16 mm., sound, color).

Source: From: Portafilms, 418 N. Glendale Ave., Glendale, Calif.

The Safest Way (16 mm., sound, color or black and white. Includes teacher's manual). Depicts the step-by-step activities that fourth graders can work out to go places safely.

Source: American Automobile Assn., Pennsylvania Ave. at 17th St., Washington 6, D. C.

Adventures of Peter and Polly (First of a Series on Child safety) (35 mm., silent filmstrip, color).

Source: Cine-Puppet Products, 7920 Santa Monica Blvd., Hollywood, Calif.

13. School Safety—Bicycle

You and Your Bicycle (16 mm., 11 min., black and white). Tips on bicycle care and safe driving.

Source: Progressive Pictures, 6351 Thornhill Drive, Oakland, Calif.

14. Traffic—Pedestrian

It's Your Life (Theatrical Motion picture, 5 min., direct sound, black and white). Pedestrian accidents and their prevention.

Source: Traffic Safety Assn. of Detroit, 1902 Buhl Bldg., Detroit, Mich.

15. Driver Training

Wheel Sense (16 mm., sound, color). Driving techniques and safe driving instruction for young people.

Source: Association Films (YMCA Motion Picture Bureau), 347 Madison Ave., New York 17, N. Y.

16. Transportation—Truck

Award to the Wise (Sound slide film). Traffic safety from the standpoint of the commercial driver.

Source: Zurich General Accident & Liability Insurance Co., 135 S. LaSalle St., Chicago 3, Ill.

17. Safety Patrol

It's Up to You (16 mm., sound, color). Traffic and patrol work and training.

Source: Standard Oil Co. of Calif., 225 Bush St., San Francisco 20, Calif.

18. Public Safety—Forest Fire Prevention

Grass and Brush Fire Fighting (16 mm., 28 min., sound, color). How to suppress small brush and grass fires with small crews of volunteers.

Source: Castle Films, 445 Park Ave., New York 22, N. Y.

19. Public Safety Miscellaneous

Safe Exit (16 mm., 20 min., sound, black and white). Tells story of need for ample exits, adequately protected.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, AND CIRCULATION REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912, AS AMENDED BY THE ACTS OF MARCH 3, 1933, AND JULY 2, 1946 (Title 39, United States Code, Section 233)

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G. E. BURNS,
Business Manager.

Sworn to and subscribed before me this 20th day of Sept., 1949.

BERNADETTE A. LANOUETTE,
(My commission expires June 15, 1953.)
Notary Public.

Source: Visual Aids Dept., Von Dyprin Div., Vonnegut Hardware Co., Indianapolis 9, Ind.

More Profits, Too (16 mm., 20 min., sound, color). Dramatizes need for organized accident prevention in terms of management.

Source: Auto-Owners Insurance Co., 615 N. Capital Ave., Lansing, Mich.

Ski Tips (16 mm., 21 min., color). Advice on skiing and the value of the National Ski Patrol System.

Source: Aetna Life Affiliated Companies, Hartford 15, Conn.

This Way Out (16 mm., 33 min., color). Training stewardesses for emergencies in flight, especially fire.

Source: American Airlines, Inc., New York Municipal Airport, Jackson Heights, L. I., N. Y.

Black Rail (16 mm., 9 min., silent, black and white). Illustrates right method of stopping street cars and use of sand on rails.

Source: Chicago Transit Authority, 79 W. Monroe St., Chicago, Ill.

Danger, Men Working! (16 mm., 17 min., sound, black and white). How co-operation between labor and management can conserve manpower. Safety rules and safety devices are demonstrated and explained.

Source: Aetna Life Affiliated Companies, Hartford 15, Conn.

Safety in Offices (16 mm., 10 min., sound, black and white). Common office accidents and ways of preventing them are explained.

Source: Castle Films, 445 Park Ave., New York 22, N. Y.

Safety in Sports and Recreation (20 plain and 10 colored lantern slides).

Distributor: Film Preview, 1304 Hennepin Ave., Minneapolis 3, Minn.

20. First Aid

Roller Bandaging (16 mm., 10 min., sound, black and white). Demonstrates advanced first aid techniques.

Source: Brandon Films, Inc., 1600 Broadway, New York 19, N. Y.

Fixed Traction Splinting (16 mm., 10 min., sound, black and white). Shows improved splints to prevent irritation to the injury, as well as professional traction devices.

Source: Brandon Films, Inc., 1600 Broadway, New York 19, N. Y.

TRADE PUBLICATIONS

The following publications are intended for the guidance of those responsible for the purchase of equipment to promote safety in the school. The coupon below will bring FREE to responsible school personnel any or all of those listed.

1. **Portable Safety Signal:** Folder on a portable traffic control for school crossings. Portable, easily moved, it is sturdily constructed, weatherproof, and can be seen from a long distance in all kinds of weather. American Safety Signal Corp.

2. **School Supply Accessories:** A catalog illustrating all sorts of accessories for schools. Shown are safety patrol accessories, gym clothes, jackets, pins, trophies, banners, flags, plaques, and many other items. American School Supply, Inc.

3. **Exit Devices:** Catalog of self-releasing fire and panic exit latches that give the utmost in safe, sure exit, with quick smooth operation. The precision forgings add beauty, character and distinction to doors. Vonnegut Hardware Co.

4. **"Schools Are What We Make Them": A handbook** showing why good schools are so important to the future of children. With information compiled by the Research Division of the National Education Association, it contains suggested courses of action. Bell & Howell Company.

5. **School Floor Maintenance:** A job specification book telling how to make floor money go farther and how to reduce floor maintenance to a smooth working system. Hillyard Sales Companies.

6. **Traffic Light Instructor:** Information describing a four foot high working replica of a regular traffic light, that is an effective way to instruct children on operation and functions of street traffic signals. School Safety Light Corp.

7. **Safety Patrol Accessories:** Folder showing a line of accessories for outfitting school safety patrols. Items include belts, badges, arm bands, buttons, caps, rain wear and the "Corporal Digby" safety sentinel. Graubard's, Inc.

SAFETY EDUCATION NOVEMBER, 1949
20 N. Wacker Drive, Chicago 6, Ill.

Please have sent to me the publications checked.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐

Name.....

Title.....

School.....

Address.....

City.....

Bleeding, Resuscitation, Shock (16 mm., 10 min., sound, black and white). How to examine patient for bleeding, breathing and consciousness. Shows location of blood vessels and pressure points, application of respiration and treatment for fainting.

Source: Brandon Films, Inc., 1600 Broadway, New York 19, N. Y.

Artificial Respiration (16 mm., 9 min., sound, color). Demonstrates resuscitation in cases of drowning, asphyxiation and shock.

Source: Castle Films, 445 Park Ave., New York 22, N. Y.

Treatment of Wounds and Burns (16 mm., 10 min., sound, black and white). Shows contents of approved first aid kit, use of antiseptics and dressings and first aid treatment for fractures.

Source: Brandon Films, Inc., 1600 Broadway, New York 19, N. Y.

21. Farm Safety

Saga of Sawdust Sam (Sound slide film, 13 min.) Cartoon treatment of common farm hazards.

Source: J. I. Case Co., Racine, Wis.

22. Miscellaneous

Defeating Claims (16 mm., sound). Concerns freight carrying.

Source: Wisconsin Carriers Assn., Madison, Wis.

Saving Seconds (16 mm., silent, 15 min.). The value of safety on highways and the effect of carelessness of speed in driving an automobile are shown.

Source: American Society of Bakery Engineers, Dept. of Visual Education, Minneapolis, Minn.

Let's Count the Cost (16 mm., narrator, color). Traffic factors that increase insurance rates and programs that can promote safety.

Source: Aetna Life Affiliated Companies, Hartford 15, Conn.

Care and Use of Chain Falls (35 mm., sound slide film, 5 min., black and white). Operating techniques and loading factors involved in their use. Produced at Mare Island Navy yard in collaboration with the safety engineer's office.

Source: Photo and Sound, Inc., 153 Kearny St., San Francisco 8, Calif.

Lifelines (16 mm., 10 min., color). Common swimming hazards and rescue methods.

Source: Aetna Life Affiliated Companies, Hartford 15, Conn.

This is how Chic Young, the cartoonist, makes a first rough sketch for the famous strip.

Then when each panel in a strip meets his approval, he makes a careful pencil rendering as above.

After this, the pencil rendering is carefully inked in, as you see here.

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that's the way it's done successfully!

AS YOU CAN SEE, Chic Young, who draws the popular "Blondie" comic strip, goes through many steps to arrive at a finished cartoon.

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Particularly, saving money.

One of the easiest and surest ways to set aside any worth while amount of money is to buy United States Savings Bonds the step-by-step method—

So set aside a regular amount week after week, month after month, year after year. Then in 10 short years you will have a mighty nice nest egg tucked away.

Get started now. Get your Bonds through Payroll Savings or at your bank or post office.

AUTOMATIC SAVING IS SURE SAVING—U. S. SAVINGS BONDS

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